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ABSTRACT

In the context of the long-standing and developing demand for an international university, the Secretary-General brought the feasibility of an international university to the attention of the United Nations. The General Assembly unanimously adopted a resolution inviting the Secretary-General to prepare a study. The resulting study includes: (1) the issues; (2) the rationale for an international university and its distinctive educational tasks; (3) illustrative suggestions for curricula reflecting the indicated distinctive roles of an international university; (4) the United Nations international university system and relationships with national universities and other bodies of higher learning; (5) the designation of the university; (6) the student body and the question of career opportunities; (7) the faculty or academic staff; (8) the problem of languages; (9) the selection of the sites for the location of the university and the question of the number of campuses; (10) assumptions as to the size of the student body, the faculty and the administration for a campus of the university; (11) establishment of library, computer, laboratory, and other ancillary facilities as necessary, and utilization of modern educational techniques at the university; (12) the nature of the university statute and the administration; (13) estimated capital and recurring costs; (14) meeting the costs of the university; (15) additional observations relevant to the question of feasibility; and (16) procedures. (HS)

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FEASIBILITY OF AN INTERNATIONAL UNIVERSITY

Note by the Secretary-General

The Secretary-General has the honour to transmit herewith the study on the feasibility of an international university called for in General Assembly resolution 2573 (XXIV).

That resolution welcomed the Secretary-General's initiative regarding the establishment of an international university and invited him to prepare a study on its feasibility.

Accordingly, the attached study has been prepared in co-operation with the United Nations Educational, Scientific and Cultural Organization and in consultation with the United Nations Institute for Training and Research. In this connexion the services of an expert consultant were obtained and a staff member from UNESCO was seconded to the Secretariat for several weeks and extensive consultations were held with UNITAR.

In its resolution 2573 (XXIV), the General Assembly also expressed the hope that the study would be available early in the International Education Year and in time for consideration by it at its twenty-fifth session. The time for its preparation has therefore necessarily been short.

The Secretary-General is aware that the time available to the members of the Economic and Social Council to prepare for a detailed discussion of the substance of the study has also been limited, but in view of the importance he attaches to this major undertaking, he hopes that far-reaching discussion of it will take place in the General Assembly at its twenty-fifth session.

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INTRODUCTION

The context of General Assembly resolution 2573 (XXIV)

1. The context of General Assembly resolution 2573 (XXIV), which invites the Secretary-General to make this study, is an extensive one. From the early universities at Takshasila (B.C.) and Nalanda (seventh to fourteenth centuries A.D.) which attracted scholars from central, south, south-eastern and eastern Asia, to the European universities such as those in Paris, Oxford, Bologna, Cracow and Heidelburg and the Middle Eastern centres such as Al Azhar, great regional institutions of higher learning grew up and may be regarded as early exemplifications of the inherent trend of knowledge to seek to build on transnational foundations.

2 In modern times a number of universities have come to play various kinds of transnational roles, but there has not yet been developed a significant world university, dedicated to the promotion of the United Nations Charter objectives and perspectives of peace and progress. Regarding this lack, a few years ago a distinguished scholar and scientist from Asia observed:

> "That at least one such university (a world university) did not come into existence at the same time as the United Nations Organization in 1945 is something of which the world's academic and scientific communities cannot feel proud. It is imperative that practical steps be taken in the nearest future to ensure that we see one or more truly international universities taking shape during the next twenty years." 1/

3. Since the First World War there has been a wealth of proposals for the establishment of international or world universities. A well-known scholar in this field estimates that about a thousand such proposals have been made during this period. The League of Nations considered over a dozen proposals to establish such a university, the main one being for the establishment of an undergraduate institution covering all the normal conventional academic disciplines.

1/ Dr. Abdus Salam of Pakistan, Director, International Centre for Theoretical Physics, Trieste, and Professor of Theoretical Physics, Imperial College of Science and Technology, London.

Dr. O. de Halecki of the University of Warsaw was asked to report on it. He recommended against this type of institution, but found more acceptable an institution offering post-graduate instruction dealing with subjects that are not generally included in national university programmes. It is relevant that in the era of the League the global oneness of our world had not become as much of a reality as it has today when technology, communications and the imperatives of global peace and progress have brought us very close together.

4. The demand for such an institution has been significant since the Second World War. About 150 communications on the subject, most of them proposing the establishment of such a university, have been sent to the United Nations and to UNESCO. In addition, it appears that there are a number of proposals which have not been brought before governmental international institutions.

5. Some attempts to set up world institutions of learning have already become operational on a very limited scale, but, probably because the impetus of the United Nations family is today almost synonymous with the necessary international backing for such a venture, none of them has yet achieved significance in dimensions or in over-all attainment, valuable though their limited work has been.

6. Historically, the oldest of these still-new ventures is the Rabindra (previously "Visva") Bharati University, founded by the poet Tagore at Santinekatan in India in 1921. This University has a strong cultural emphasis and has attracted transnational scholars and faculty, mainly but not exclusively from Asian countries. Since 1960 the Patrice Lumumba University of Friendship Among Nations has been functioning in Moscow. This is already a large institution now attended by about 4,000 students drawn from some eighty countries. However, the faculty is drawn virtually from one country (the Soviet Union). A more recent endeavour in this field has its headquarters just outside New York. In 1965 the Society of Friends established a Friends World College at Westbury, N.Y. This is a small organization at present catering to about fifty scholars, the overwhelming proportion of the student body being from one country (the United States of America).

7. In addition to these efforts, a few institutions of higher learning for regional or scientific studies have been created or are being discussed. For example, the East-West Centre at Hawaii was set up in 1960. There are also strong

transnational elements in the programmes at the Colegio de México in Mexico City. On the scientific side there are such centres as CERN (Centre européen pour la recherche nucléaire), the United International Institute for Nuclear Research at Dubna and the International Centre for Theoretical Physics at Trieste. The Trieste institution is one which may be regarded as part of the United Nations family. It was started by the International Atomic Energy Agency thanks to the generosity of the Italian Government in making available the site and buildings and a large part of the recurring costs. From this year onwards part of the financial burden is being borne by another United Nations agency, UNESCO. The first two of these scientific bodies are essentially western and eastern European, respectively, but they have opened their doors to scholars from other parts of the world. The last named organization serves mainly to provide for young and promising physicists in the developing world the advantages of a forum where they are able to meet with some of the leading theoretical physicists of the world in seminars, lectures and other courses arranged at Trieste.

8. Though the United Nations Institute for Training and Research is not an international centre of higher studies in quite the same sense as the institutions just mentioned, its creation was also in a measure an expression of the thrust towards an international effort in certain areas of research and training for specific United Nations purposes.

9. It was in the context of this persisting and developing movement for international institutions of higher learning and in order to create an institution which would emphasize the United Nations Charter concepts of global peace and progress that paragraphs 196 and 197 of the Secretary-General's annual report for 1969 (A/7601/Add.1, p. 23) were written. The General Assembly, in inviting the Secretary-General to undertake a comprehensive expert study on the feasibility of an international university, in co-operation with UNESCO and in consultation with UNITAR and any other agency or organization he deems necessary, and of course taking into account the views expressed at the twenty-fourth session of the General Assembly, in effect takes cognizance of the general atmosphere created by the continuing demand to which illustrative reference has been made in this Introduction to the study. Indeed, in introducing the widely sponsored draft resolution on the subject at the twenty-fourth session of the General Assembly, it

was stated that "the establishment of an international university would satisfy the aspirations which were becoming apparent in all parts of the world and it would fulfil an obvious need" (A/C.2/SR.1297, p. 16).

10. Two other general facts revealed in the debate at the twenty-fourth session of the General Assembly should be noted at this preliminary stage of the study. First, about half the delegations which spoke specifically expressed themselves in favour of an international university, and no delegation expressed views contrary to the idea though several delegations reserved their position until the matter came up for further consideration in the light of the Secretary-General's feasibility study. Secondly, resolution 2573 (XXIV) was sponsored by as many as thirty-seven States which thus directly associated themselves with welcoming the Secretary-General's initiative in regard to the idea of an international university as stated in paragraphs 196 and 197 of the Introduction to his annual report on the work of the Organization.[2/] Of course, the final adoption of the General Assembly's resolution showed that this initiative was unanimously welcomed by the Assembly.

11. The other major points emerging from the debate and the resolution include the goals and objectives, the organization and the number of campuses, and the financing of an international university. These matters will be considered in subsequent chapters of this feasibility study.

12. It is also pertinent to the timing of this study and to its current relevance, that 1970 is the twenty-fifth anniversary of the United Nations, the International Education Year, the eve of the Second United Nations Development Decade, and the first year of the implementation of the Declaration on Social Progress and Development, adopted by the General Assembly at the twenty-fourth session. Article 24 of the Declaration is relevant to this study, since it draws attention to the following matters:

> "(a) Intensification of international co-operation with a view to ensuring the international exchange of information, knowledge and experience concerning social progress and development;

2/ Official Records of the General Assembly, Twenty-fourth Session, Supplement No. 1A (A/7601/Add.1).

"(b) The broadest possible international technical, scientific and cultural co-operation and reciprocal utilization of the experience of countries with different economic and social systems and different levels of development, on the basis of mutual advantage and strict observance of and respect for national sovereignty;

"(c) Increased utilization of science and technology for social and economic development; arrangements for the transfer and exchange of technology, including know-how and patents, to the developing countries."

Chapter I

THE ISSUES

13. An assessment of the feasibility or otherwise of a United Nations international university involves consideration of the following issues which pertain to the goals and objectives and the organization and financing of such an institution.

A. Goals and objectives

1. Is there a rationale for an international university and are there distinctive and definable educational tasks to be performed by an institution or institutions which would be international in faculty or academic staff, student body and administration which would project the goals of the Charter of the United Nations, in regard to both the concepts and norms of conduct and to problem-resolving and developmental activities?

2. If so, can these tasks be specified in outline in terms of a curriculum or curricula?

B. Organization

3. What would be the relationships, including collaboration of an international university, with the relevant institutes of international agencies, national universities and other bodies of higher learning?

4. What would be the appropriate designation of the United Nations system of higher education in the light of the aforementioned goals and objectives?

5. Is it likely that students of the requisite calibre and background would be forthcoming to pursue studies at such a university, and on what basis?

6. Would the requisite faculty, competent in the selected curriculum or curricula, be available?

7. Which language or languages should be the medium for the learning processes at an international university?

8. What are the criteria for selecting the site or sites where centres of the university, or campuses, could be located, and should there be one or more campuses?

9. What tentative assumptions might be made in the initial stages as to the size of the student body, the faculty and the administrative unit?

10. How would the university arrange to utilize the most effective educational techniques as well as to install the usual facilities such as a library and a computer?

11. How would the university be organized and administered?

C. Finance

12. What would be the estimated capital and recurring costs of a campus of the university?

13. How could the costs of the university be met?

D. Concluding remarks

14. What additional observations may be made of relevance to the question of feasibility?

15. Summary.

Chapter II

THE RATIONALE FOR AN INTERNATIONAL UNIVERSITY AND ITS DISTINCTIVE EDUCATIONAL TASKS

14. Basically the case for an international university is, to put it simply, that it would respond to the continuing endeavour and need, of which we have reviewed some evidence in the Introduction to establish a fully fledged international centre or centres for relevant scholarly activities. Put more analytically and in terms of our specific situation today, it would respond to the following fourfold need:

(a) The need of the world for international-oriented scholarship operating in an international setting;

(b) The need of scholars for continuing international co-operation for joint consideration of global issues or issues with global implications;

(c) The needs of the developing world for greater access to advanced and advancing scientific thought and applicable technology;

(d) The needs of the United Nations system in all its manifestations - delegations, secretariats and programmes - for permanent scholarly resources of the highest quality.

15. Regarding the first of the above needs, academic institutions of the traditional national type generally have limited access to and limited facilities for the study of international problems sui generis, and limited possibilities to study in depth the ramifications of the international aspects and consequences of multinational, regional or even national problems in the way they should be studied in order to meet transnational and global needs. Moreover, with their national foci, such institutions tend not to organize their curricula or their programmes of research, study and instruction so as to achieve international co-operation. Finally, in this connexion, there are not yet institutions of higher learning in which faculty or academic staff and students, both drawn from all over the world, and assembled under full international auspices, carry out jointly scholarly investigation and reflection focused specifically on the United Nations Charter, its implications, perspectives and concerns as well as on the activities, endeavours and possibilities of the United Nations family of organizations, agencies and organs.

16. As to the second need, the present situation is that international collaboration, contacts and exchanges between scholars from different parts of the world largely consist of short-term visits and meetings. In those very few and narrow specialities, e.g., CERN and the Trieste Institute, where such collaboration has been established on a continuing basis, it has been very effective. This success itself indicates the value of international collaboration and the need to take well-considered steps to achieve it on a much wider scale and particularly in regard to global issues and problems.

17. Internationally oriented institutions for higher education would give scholars a base from which they could make a meaningful contribution to the analysis and study of problems. At such institutions they could develop cross-national and cross-cultural comparative studies which are at present greatly hampered by the essentially national compartmentalization of the whole of the academic world. This is not of course a plea for the denationalization of the academic world. National institutions will and must continue. However, there are elements of need in our present situation which require the supplementing of national systems of education with an international system. The kinds of cross-national and cross-cultural field work which would have to be done in handling present-day transnational problems (e.g., in the fields of environment, development, utilization of resources etc.) would be greatly facilitated by international centres of learning. A United Nations university could provide a natural base also for the development of comparative theory and methodology in many branches of knowledge relevant to global problems. These functions are not well covered, and are not likely to be well covered, in the present academic world.

18. Then again, by providing easy conditions for faculty or academic staff and students to move from one institution to another within a United Nations university system, the international university would create a new dimension of valuable international scholarly exchanges all over the world. These would be of special, though by no means exclusive, benefit to scholars in the developing countries.

19. The third need stated in paragraph 14 is of imperative urgency in regard to the developing world. These needs can only be met by close and continuing association between scholars from that world and scholars from the more highly developed countries. The Trieste example - where half the scholars are from the more advanced countries and half from the developing world - is an excellent model in this regard. However, it would be both unnecessarily expensive and not always practicable in terms of the availability of the highest level of scientific and technological achievements to create altogether new centres in each of the major disciplines involved. There is another way of achieving the desired purpose which could be stimulated by the United Nations university. This would be for the United Nations university to encourage discussions among those who are directing such existing institutions of excellence as are tending towards or are sympathetic to the creation of genuinely transnational facilities with internationalization of faculties, scholars and governance according to criteria to be agreed upon. These discussions should have as their objective the creation or earmarking of facilities for promising scholars from the developing countries in such disciplines as the various branches of chemistry, geology, physics, mathematics, medicine and so on. Scholars making use of these facilities would not be taken out of their national universities but would be placed on a three to five-year cycle as at Trieste. During each of these years each scholar would spend a few months at advanced institutes in his particular discipline. Illustratively, it might be mentioned that institutes in the pure sciences that might be interested in the creation of such international possibilities would probably include the Institute for Astronomy and Astrophysics at Cambridge University (United Kingdom), the Institute for Physical Problems at Moscow, the Niels Bohr Institute at Copenhagen, the Institute for Advanced Studies at Paris and the Tata Institute for Fundamental Research at Bombay. Among those dealing with technology and applied sciences might be mentioned the Metals Research Institute at Stockholm, the Institute for Oceanographic Research at Woods Hole, the Institute on Insect Physiology at Nairobi and the Protein Research Institute at Stenhagen.

20. The fourth need mentioned above, that of the United Nations system itself, cannot be met by sporadic inputs from academic persons and institutions engaged in their own scholarly pursuits. All large organizations, be they governmental and administrative or large business entities have come to realize that the ever-growing scope, complexity and diversity of the problems with which they have to deal require more than traditional political and managerial know-how, experience and intuition. Much more policy-relevant knowledge is needed from focused sources of scholarship and research which would constitute a systematic input. These considerations apply equally to the United Nations system. They have led to the creation of a small network of study centres and institutes within the United Nations family (see chapter IV). However, these small intramural establishments cannot possibly supply the massive and variegated scholarship and research that are needed to cover the immense and multifaceted needs of the United Nations. What is needed now is scholarship and research on areas of concern that are international or global, or which have international or global consequences and repercussions, and it is necessary to find or create institutions where such peculiarly complex world issues can be studied at the top level of higher learning and scholarship. This would involve the creation of interdisciplinary "alloys" taking account of the multifaceted way in which issues tend to present themselves to the United Nations, e.g., economics, world politics, geology, oceanography and international law, as in the case of questions related to the resources of the sea. It is difficult to see the necessary interdisciplinary activities being created in a spirit of international co-operation within the existing national and largely monodisciplinary framework of the academic world.

21. There is another important aspect of the needs of the world and the United Nations system. This is the need for adequately equipped personnel. National Governments and other large-scale enterprises now need, for example, engineers who have the added specialty of knowing how to plan developmental projects; medical experts who are steeped in the knowledge of world health problems; communications specialists who have learned the special needs of communications for education, for development, for political understanding and so on. New standards have to be set and new approaches adopted to make available such personnel. A United Nations system of education is needed in order to show the way and to start this process.

22. The process might be described as a new specialization, a specialization in "interrationals". Thus, an engineer who requires special knowledge about planning of developmental industrial projects could go to the appropriate school in the United Nations university. The same would apply to a psychologist who needed to specialize in cross-cultural comparative research. Indeed, one might envisage a considerable development of cross-national and cross-cultural comparative social and behavioural research in various parts of a United Nations international university system.

23. The foregoing presentation enables us to identify the conceptual basis of the educational tasks that would fall directly within the purview of a United Nations international university system. Stated briefly, this basis comprises the enlightened moral imperatives contained in the Charter, which must direct the approaches and conduct of nations and peoples in their dealings with each other, extending from the norms of restraint in regard to the use of force to the positive actions which are enjoined in the fields of human rights, development and cultural co-operation for the attainment of friendly relations among nations.

24. In the light of the foregoing observations, and those made in the Introduction, a need emerges for selective activity under the United Nations aegis with specific and defined educational thrusts. This educational activity would be directed towards making the following distinctive and increasingly necessary contributions to the cause of mankind's search for global peace and progress.

25. First, it would create a community or communities of scholars and thinkers from all parts of the world who would in themselves, and apart from the disciplines of study which they would pursue, be of unique value in promoting the development of mutual respect, harmonization and tolerance among the nations of the world, and in enabling man to relate himself to his global environment, through processes of continuing scholarly dialogue and learning.

26. Secondly, a United Nations international university assembling students and faculty under the aegis of the motivation, purposes and goals of the Charter, that is to say, within the framework of objectives and international norms to which we have all committed ourselves in the Charter, would make this over-arching philosophy of the Charter, and its varied applications, a primary focus of reflection, analysis, teaching and research so as to deepen understanding of the

code of conduct to which all nations and peoples are to adhere. At such an institution, the philosophy of the United Nations will be constantly illuminated by the joint reflections and views of scholars drawn from all over the world. In this connexion it is appropriate that the Charter commits us "to employ international machinery for the promotion of the economic and social advancement of all peoples" (Preamble) and "to achieve international co-operation in solving international problems of an economic, social, cultural or humanitarian character" (Article 1). It would be in keeping with these injunctions to create an institution which would realize truly world-wide collaboration of both younger and older scholars in academic fields relevant to the objectives and purposes of the Charter. In pursuance of this aspect of its task the United Nations international university would, for example, structure interdisciplinary studies to analyse and comprehend, on a global scale, the full range of the effects of scientific developments with sociological consequence and of their technological applications. Equally, it would give special emphasis to interdisciplinary studies relating to the knowledge required for effective planning and management of the physical environment, urbanization and industrial development. It should similarly study the management sciences, science policy and other fields with practical application particularly in the developing countries. The institution should also facilitate and undertake, in addition, a dialogue between science-technology on the one hand and the humanities and politics on the other. These interdisciplinary studies would be conducted in the light of man's common global adventure.

27. Thirdly, a United Nations university, by pursuing at the highest level of scholarship and in the fullest international co-operation, the types of studies mentioned above, could stimulate national universities, existing and future, to widen their horizons and to intensify their own activities in similar and related fields. There would thus be scope for an important feed-back into national systems of education.

28. Fourthly, it could serve as a centre for pooling the results achieved in the universities and other such institutions of all countries in regard to the study of specific problems affecting mankind as a whole, and it could thus

become a central repository of cumulative global knowledge in certain significant academic fields. In this way, it could have the much needed function of being a centre for the exchange, comparison and further development of the efforts by universities all over the world in specified fields of global concern.

29. Fifthly, it could stimulate the creation or earmarking of facilities in advanced scientific and technological centres and institutes in various parts of the world so as to expand access to such facilities for scholars from the developing world.

30. Sixthly, it would establish relations of close co-operation with the educational, research and training institutions attached to various organs and agencies within the United Nations system, with a view to assisting the maximization of their potential and giving them added integration and coherence. For example, these institutions could assist the United Nations university system in drawing up some aspects of its interdisciplinary curricula. Some of their personnel could be available as part-time faculty for some of the studies mentioned in the brief presentation of the second distinctive educational activity. Furthermore, some of the younger staff of the institutions might be enrolled in interdisciplinary courses of higher studies at the new university institutions to be set up. This matter is further discussed in chapter IV.

31. Seventhly, the studies and research to be conducted at the United Nations international university - with their strong focus on fields of concern and interest to the United Nations - would produce systematic analyses, insights and co-ordinated information of great value to the whole family of United Nations organs, agencies and other bodies in connexion with their periodical agenda items. This could, indeed, become a role of major significance.

32. The seven special roles adumbrated would give rise to a number of ancillary roles further bringing out the quality of distinctiveness in the work of a United Nations university. The first role mentioned above (the drawing together of first-class inquiring minds to ponder subjects of concern to mankind today) would, for example, stimulate work on the means and measures necessary to liberate mankind from the scourge of war (first sentence of the United Nations Charter) and thus to open the door to the enrichment of human life in peaceful

conditions. This task could become an inquiry of prime significance at such an institution, to be continuously pursued with determination. Today, at best, there are such arrangements as the Conference on Science and World Affairs, also known as Pugwash, meeting for a week or so each year and sometimes twice a year. Not only are these existing ventures largely sporadic and short-term meetings of scientists but the groups involved are relatively small and do not represent even a majority of the world's countries. This is not to deny their value but to indicate the distinctive character of the wider intellectual confrontations and co-operation which could continuously take place at a United Nations university. In this connexion specific mention should also be made of the pooling of ideas from various parts of the world, which may be expected, in regard to the science of polemology or conflictology. There are centres for such work already in existence - for example, the Centre for the Analysis of Conflict at University College, London, the Institute of World Economics and International Relations at Moscow and the Center for Conflict Resolution at the University of Michigan - which draw on insights developed in many of the social sciences such as psychology, political science, international law and international affairs. However, apart from occasional and short-term international gatherings of scholars these existing institutions inevitably depend heavily on the intellectual resources, social experience and systematizations of relatively small numbers of scientists from a few countries, whereas conflict tends to break out in all parts of the world. A United Nations international university would be able to create a continuing and wider spectrum of scholarship for interdisciplinary exploration of possible ways of preventing and avoiding, as well as resolving and adjusting, conflicts. The beneficial practical potential of such an educational endeavour is obvious.

33. Another subrole of a United Nations university would be to stimulate the intellectual participation and contribution of the peoples of the developing countries in the analysis and understanding of global affairs. This could accelerate the process of mitigating global problems through world partnership.

34. The third and fifth roles envisaged relate to the possible effects of the United Nations international university system on some of the universities and other centres or institutes in national systems. If this process were to

develop significantly, the United Nations international university system could devise acceptable criteria in regard to the internationalization of governance, faculty and student bodies which would qualify entities in or attached to higher educational institutions in countries and regions for affiliation with itself.

35. The contents of this chapter are in effect an enunciation of the major goals and objectives of a United Nations international university. Subsequently, other parts of this study will further elaborate those goals and objectives. No brief formulation of a definition of the purposes of a United Nations international university is likely to capture all the aspects and the full spirit of such a venture. However, if a brief definition is desired, it might perhaps be stated as follows in two parts comprising a theoretical component and its application.

36. First, a United Nations international university would enable scholars from all parts of the world jointly to study, research and reflect on the principles, moral imperatives, objectives, purposes, perspectives and needs of the United Nations system in the light of its fundamental laws and developing accords, declarations, resolutions and programmes. By so doing, it would contribute to the attainment of those attitudes among all countries and peoples that would conduce to the harmonizing of the actions of nations and the development of peaceful relations among them. Secondly, it would undertake a continuing and widely based international scholarly effort of study and research directed, in consonance with Charter obligations, towards social, economic and cultural progress through co-operation among nations and peoples. It would achieve these ends through emphasizing and deepening, with the fullest international participation of scholars, relevant international studies, largely interdisciplinary, of wide and generally global significance and through undertaking systematic academic inquiry and appropriate research directed towards peace and progress in ways or through instrumentalities that would not destroy, denude or harmfully alter man's natural habitat.

37. An effect of these two dimensions of the university's work might be stated briefly as follows. National educational institutions rightly aim at becoming and maintaining themselves as centres of excellence. The United Nations

international university, in addition to aiming at being a centre of excellence in its specific fields, would attempt to become a centre for radiating and transmitting its work to all countries. Universities are related to and serve the community; in the case of the United Nations international university, this community would be the world's peoples.

Chapter III

ILLUSTRATIVE SUGGESTIONS FOR CURRICULA REFLECTING THE INDICATED DISTINCTIVE ROLES OF AN INTERNATIONAL UNIVERSITY

38. The curricula of a United Nations international university would reflect its goals and objectives and by so doing would further elaborate them. There would, of course, be aspects of the university's goals which would remain to be elaborated through other areas of its varied activities.

39. Before addressing ourselves to the curricula, it is necessary to remind ourselves that the primary purpose of the United Nations university, as envisaged, is to increase understanding through a new type of global education. The university's impact on national and international life will be made through the widened horizons of global thinking that it will open up and inspire. It is not to be envisaged as an institute directed mainly to the awarding of diplomas.

40. Coming to curricula, it is necessary, at the outset, to make assumptions regarding the level of scholars to be admitted to such a university. For the reasons set out below it is assumed that the curricula to be offered at the university would be devised for more senior scholars.

41. First, the intrinsic nature of the studies broadly indicated in the preceding chapter is such that they could best be undertaken by a person who had acquired a fair measure of intellectual maturity. A degree from a national university would be one way of establishing such maturity, but it would not be the only way. Persons could seek admission to the international university on the basis of other qualifications, such as their work in industry, agriculture, service, distribution, school teaching and so on.

42. Secondly, it would add to the capacity of the students to contribute to the intellectual exchanges at the university if they could reflect a firm understanding of their own cultural backgrounds, the achievements and problems of their countries and regions, as well as some experience of their own national system of education.

43. Thirdly, equipped in any of the ways indicated above, a person could gainfully spend a period of time at the United Nations university without becoming a misfit in the life of his or her own country.

44. On the above assumption, it is suggested that a number of types of courses or programmes of academic activity might be included in the purview of a United Nations higher educational system.

45. First, there could be a basic or core course - comprising the main programme - leading to a degree or diploma from the United Nations international university. Normally this course, which, as subsequent paragraphs will indicate, should contain innovative educational elements, would extend over a two-year period.

46. The curriculum for this core course could be best conceived as consisting of several related facets. A student would study the United Nations Charter and the system which is developing around it, including an analysis of the objectives, purposes, principles, developmental and ethical implications, consequences and perspectives of the Charter and its system. This facet of the course would give a student a wide understanding of the need and rationale for, the structure of, the problems and achievements of the international system and its increasing relevance to man and his world. It would also encompass ways and means of surmounting attitudinal limitations and barriers to international understanding and co-operation.

47. At the same time, another facet of the prescribed course would be interdisciplinary work on international issue-oriented or global-interest subjects such as urbanization, communications, pollution, man's and nature's resources, management sciences, developmental planning and evaluation, disarmament and arms control, world-wide cultural interlinkages, and man and space. This is not, of course, an exhaustive list. It should be possible for the university to offer developed interdisciplinary curricula in these and other subjects of common concern to members of the United Nations system and to all peoples. A student enrolled for the core course would be required to pursue interdisciplinary studies in one or two such fields in addition to the facet of the course directed to the United Nations Charter and its system.

48. Another facet of the work in the core course would be practical and would be undertaken at a United Nations institute or agency, including, whenever possible, field work at the site of United Nations or national developmental and other projects. This aspect of the course is further explained in the next paragraph.

49. Interdisciplinary courses in any of the fields illustratively mentioned, backed by internationally staffed faculties would provide opportunities for the understanding of issues in an over-all manner which is very rarely, if ever, available in existing courses for advanced studies. For example, in studying development planning and evaluation, which might be one of these special interdisciplinary fields, the emphasis would not be only or even exclusively on the economics of development in the traditional sense. A person enrolled for the course would be required to face up to the sociological consequences of schemes of development and their effects on man's natural environment, the need for new technological education within a society to sustain and realize the full benefit from certain types of development, and the utilization not only of quantitative evaluation techniques but also of qualitative measurement of the effects of development on all aspects of the individual and of man in society. There should be another important innovation in respect of studies in these suggested interdisciplinary fields. This is that full advantage should be taken of the facilities available at the organs, agencies and now numerous institutes within the international system. For example, among those relevant to planning and development are the Economic Development Institute of IBRD in Washington, the United Nations Research Institute for Social Development at Geneva, the African Institute for Economic Development and Planning at Dakar, the Asian Institute for Economic Development and Planning at Bangkok, the Latin American Institute for Economic Development and Planning at Santiago and the International Centre for Advanced Technical and Vocational Training at Turin. Persons who had selected developmental planning and evaluation as a special interdisciplinary field of study would be sent for three months or so each year - or for about six months in toto in the two-year period - to one or more of these institutes. They should also be sent to visit developmental works in progress in various parts of the world. In brief, part of the process of learning would be carried out "where the action is".

50. It has been suggested that a student would normally complete the work for the core course in two years. The period for this course should, however, remain somewhat flexible partly because the backgrounds of students would vary

and also because the course work in certain fields might take longer than in others. It may be possible for highly qualified persons to complete the course in not much longer than a year but such cases would be exceptional. Among the requirements for successful completion of the core course by a scholar should be the presentation of at least two fairly sizable papers or monographs of excellence, one (or more) arising out of seminar and working-team scholarly activities on campus, and one being an analysis and distillation of his or her work at the United Nations institutes or agencies and in the field. This dual requirement, theoretical and practical-oriented, would give the fellowship course a distinctive character and quality.

51. For the designation of the degree or diploma which would be earned by a scholar who successfully completed the prescribed courses of study, it would be best to adopt words that were distinctive and, as far as possible, did not raise the confusion of duplication. It is suggested that the diploma be known as "Fellow of the United Nations International University for Higher Studies". This would be a distinctive appelation which could be added to an MA or other post-graduate degree. It would be a distinctive addition even for scholars who had already earned doctorates in their own country or region.

52. Apart from the core course, there would be scope for the United Nations international university to develop special studies, primarily for action-oriented research, in the fields already mentioned. Two categories of scholars might engage in such special studies. First there would be those who would continue on-going projects initiated at national institutions of higher learning which might lead to an advanced degree or other form of recognition at their own national universities. Secondly, there would be scholars invited by the United Nations university, because of their special capacities and attainment, to undertake special academic projects in such highly specialized fields as management sciences; disarmament and arms control; pollution; planning, development and evaluation; urbanization; the United Nations and international security; or in other subjects compatible with the goals and objectives of the university. Persons invited to undertake such special projects would spend a year or more at the university and would be designated "Senior Fellows" of the university.

53. Another type of valuable educational service should be directed towards providing advanced scholars in various parts of the world with an opportunity of continuing their work in an atmosphere which would provide further contact with leading scholars in their field. This would be an important function of reinvigorating the research and problem-solving activities particularly, though not exclusively, of scholars in the developing countries who may tend to become cut off and to suffer from a sense of isolation in certain newer or smaller centres of learning where there was not yet a "critical mass" of scholarship in their fields. Opportunities for this kind of advanced work could, to great advantage, be created immediately on setting up the international university. The faculty of the United Nations university would welcome this relationship with advanced bright scholars from many parts of the world. Another level of research and extension work would be that pursued by faculty members. The creativity of faculty must never be allowed to become stifled.

54. At this stage it is not necessary to attempt to draw up an exhaustive list of fields of study to be included in the programmes of the university. It has already been stated that the studies to be pursued would be largely transdisciplinary and therefore would not lead to conventional degrees in single disciplines, e.g., economics, law, sociology or medicine. Studies at the international university would extend the horizon of young scholars and professionals so that they could embrace the various aspects of knowledge relevant to international or global issues and to the international aspects, consequences and implications of multinational and regional issues. An illustrative but non-exhaustive list of the fields of study pertinent to the United Nations international university which might be considered for inclusion in the curricula would cover such fields as the following:

(1) Theory of international organization;

(2) Objectives, principles and purposes of the United Nations;

(3) Structure of the United Nations system;

(4) Peace and security in the United Nations system, including the role of multilateral diplomacy;

(5) Human rights;

(6) Self-determination and a world fraternity of States;

(7) Law-making in the United Nations family;

(8) United Nations and international trade;

(9) *Approaches of the political, social and behavioural sciences to prevention of international conflict and the peaceful settlement of international disputes;

(10) *World-wide cultural interlinkages;

(11) *Developmental policy, planning and evaluation;

(12) *Management sciences;

(13) *Transfer of science and technology, including movement from an agricultural economy to a mixed economy and types of extension work for the transfer of technology in different environments;

(14) *Science policy and scientific co-ordination;

(15) *The dialogue between science, the humanities and politics;

(16) *Public administration, international, federal and unitary;

(17) *Man, the seas and the snow caps;

(18) *Urbanization and social engineering;

(19) *Resources management, development and utilization;

(20) *Arms control and disarmament and an international disarmament organization;

(21) *Ecology, including the management and organization of the physical environment and the economic implications of the maintenance of environmental quality;

(22) *Population, including problems of health, nutrition and utilization of earth space and resources;

(23) *Human capabilities in childhood, youth, maturity and age, and their full utilization;

(24) *The collection, retrieval, storage and international dissemination of knowledge;

(25) *International traffic and communications.

55. The unstarred items (1 to 8) could be among those mandatorily included in the facet of the core course on the United Nations and cognate matters. Those marked with an asterisk are highly suitable for interdisciplinary study. One

or two of them would form a facet of the course that a student would take in order to become a Fellow of the United Nations international university.. Some of the starred topics, e.g., management science, demography and economic development, planning and evaluation, might be moved into the obligatory category either generally or for certain categories of scholars. Equally, some of the unstarred items, e.g., human rights, might become an interdisciplinary field of study.

56. It should be observed that part of the distinctiveness of many of these suggested fields would derive from the fact that they would be expounded and developed by international bodies of faculty and students in a relatively new process of joint learning. For example, in regard to topic 21, management and organization of the physical environment, not very much systematic knowledge has been acquired, and it would be by a pooling of the information, experience and knowledge of the senior students from various parts of the world and the building on these data with the help of trained faculty that the formation of new systematic knowledge would occur at the United Nations university. In some other fields also the contribution of the student body to the development of knowledge would be significant, e.g., item 13 in the foregoing list. A precise formulation of topics and areas of study would occur later, both at the planning stage and at the stage of final consideration of the university's courses. Furthermore, from time to time new areas of concern to the United Nations would be brought within the scope of the university's work. Finally, individual members of the faculty or academic staff should be encouraged to structure their courses in a manner that would enable them to make their optimum contribution to the goals and objectives of the university.

Chapter IV

THE UNITED NATIONS INTERNATIONAL UNIVERSITY SYSTEM AND RELATIONSHIPS WITH NATIONAL UNIVERSITIES AND OTHER BODIES OF HIGHER LEARNING

57. It has already become clear in preceding chapters that the United Nations university should, together with certain other existing institutions within the United Nations family, form an educational system which would pursue learning often through a variety of jointly structured academic programmes in fields of concern to the United Nations.

58. A United Nations international university system satisfying the needs set out in chapter II could, in principle, embrace a number of types of institutions of higher learning, scholarship and research. The following could be envisaged as the types of institutions involved:

(a) A number of United Nations university campuses in different countries, each campus with its own schools or institutes and with special facilities to enable advanced scholars to carry out research on important problems without necessarily being involved in other duties;

(b) The existing research and educational institutes within the United Nations system to the extent which would be considerable, that these institutes would be able to plan their activities with a view to integrating them in the educational processes of the United Nations university as they have been set out;

(c) In time, some national institutions of higher learning might create fully internationalized facilities, in accordance with criteria which the United Nations university would develop, which could be affiliated with the United Nations international university system;

(d) An academy of outstanding world scholars could be created with deliberative and consultative functions in relation to the work of the United Nations international university system.

59. A subsequent chapter will deal with the campuses of the United Nations university. In this chapter attention is focused on relationships with the institutes in the United Nations family and with national universities.

60. At present the institutes within the United Nations family which would appear to be relevant to the work of the United Nations university comprise the following:

United Nations Institute for Training and Research, New York
United Nations Social Defence Research Institute, Rome
United Nations Research Institute for Social Development, Geneva
International Centre for Advanced Technical and Vocational Training, Turin
International Centre for Theoretical Physics, Trieste
International Institute for Educational Planning, Paris
International Institute for Labour Studies, Geneva
International Monetary Fund Institute, Washington
Economic Development Institute of IBRD, Washington
African Institute for Economic Development and Planning, Dakar
Asian Institute for Economic Development and Planning, Bangkok
Latin American Institute for Economic Development and Planning, Santiago

The Directors of these Institutes meet each year under the chairmanship of the Executive Director of UNITAR which is the Institute within the United Nations system with a general mandate in the field of United Nations training and research.

61. There are many reasons why the above-mentioned United Nations Institutes should be integrated in or associated with the United Nations university:

(a) These institutes and centres were created to perform, among other tasks, certain functions of a scholarly character which the United Nations university would develop, expand and undertake on the much more comprehensive scale that is now necessary. Meanwhile the present Institutes have gathered valuable experience, staff and connexions with the academic world. These facilities are relevant to the work of the United Nations university;

(b) The total budgetary and extra-budgetary funds of these Institutes amount to something like $10 million a year. At least part of these funds would become available to the United Nations university if some elements of the Institutes could be integrated into the activities of the United Nations university. This would ensure that there was no financially wasteful duplication and overlapping of functions;

(c) The Institutes which at present exist would undoubtedly wish to, and may be asked to, re-examine those activities that were pertinent to the fields of work of the United Nations university. Such re-examination could lead to a variety of results. One Institute may be absorbed in a United Nations university campus, losing its identity completely; another may be retained with or without modification to its existing scope of functions and may come to be a part of the United Nations university; another may continue, again with or without any adjustment of its present mandate, in some sort of association with the United Nations university;

(d) In those fields in which the existing United Nations Institutes had achieved special competence they would assist the relevant United Nations university campus in developing curricula. For example, in the fields of planning, development and evaluation there should be close co-operation with such Institutes as UNITAR, the Economic Development Institute of IBRD and the regional economic and planning institutes with a view to developing courses of study which would take the fullest advantage of the work being done at the Institutes;

(e) Another aspect of the systemic relationship embracing the university campuses and certain United Nations Institutes would be that some of the staff members and senior scholars of the Institutes could also be available for part-time faculty appointments at the United Nations university campuses;

(f) In certain cases trainees at the United Nations Institutes might be invited to take part in workshops or working teams at campuses of the university and some of them might go on to become regular students at the university.

62. Looking beyond the United Nations Institutes - and sometimes with the co-operation of such Institutes - some of the United Nations agencies might be able to extend internship facilities to scholars at the United Nations university so that the latter might acquaint themselves with such problems as those relating, for example, to nutrition, public health, communications, shipping, labour, trade and the peaceful uses of atomic energy. These internships could be part (or the whole) of the period of off-campus educational activity which has been suggested as part of the core course at the international university.

63. The United Nations university would thus be a network of various types of institutions of higher learning structured around the new centres or campuses that are discussed in subsequent chapters of this study. In particular it would bring about a vigorous process of cross-fertilization between the new campuses and United Nations Institutes which could also extend to some extent to the United Nations agencies and organs. It might be added, for example, that some of the judges of the International Court of Justice might be willing to act as occasional or part-time faculty in fields encompassing aspects of international law.

64. The international university should also develop relationships with the existing network of national universities and other institutions of higher learning around the world. Such relationships could include the following:

(a) The United Nations international university campuses would develop arrangements with nearby universities covering the use of such resources as libraries, laboratories and computers. As their own resources developed there could be reciprocity in this regard between the United Nations university campuses and other educational institutions;

(b) The United Nations university would develop special relationships with specific distinguished faculty members in universities all around the world so as to facilitate the attachment to such faculty of advanced scholars of the United Nations international university for short periods of time;

(c) In selected fields the United Nations international university would seek to promote academic interchanges around the world. For example, to begin with, the United Nations international university might select such fields as "management and organization of the physical environment", "world-wide cultural interlinkages" and "arms control and disarmament and an international disarmament organization" for this purpose. In these fields it could convene international conferences, arrange symposia and workshops and otherwise encourage interchanges so as to stimulate effective work in the university world;

(d) There could be exchanges of publications and interchanges of ideas regarding curricula and techniques of education;

(e) The governing council of the United Nations international university could include representatives designated by universities all around the world. This matter will be clarified in a subsequent chapter.

65. Relationships of value to the United Nations international university and to the process of learning in fields of interest to scholars, particularly those from developing countries, could develop with institutions in various parts of the world which might set up or create facilities on a truly international basis. As a first step the United Nations international university could discuss with such bodies their programmes of work as well as their structure. It could lay down norms of internationalization which, if fully adhered to, would qualify such bodies to run programmes that might in some way be affiliated to the United Nations international university system. Those who attend such accredited programmes might qualify to be enrolled as participants in appropriate courses or programmes at the university. At the same time, directors of such accredited programmes and their collaborators might be another source of part-time faculty for some of the courses at the United Nations university.

Chapter V

THE DESIGNATION OF THE UNIVERSITY

66. The specific educational thrusts of a United Nations international university have now emerged. It has also been indicated that the studies concerned would be undertaken at an advanced level.

67. A university is often, though not always, an institution in which a very broad spectrum of educational disciplines, perhaps even all the known disciplines, are offered as subjects of study. On the other hand, when an institution covers a narrowly defined field of study, such as one scientific discipline, or closely interrelated fields, it tends to be known as an institute or centre. Thus there are the Asian Institute of Technology at Bangkok (sponsored by ECAFE) for engineering studies, and the International Centre for Theoretical Physics at Trieste (sponsored by IAEA and UNESCO and assisted by the Government of Italy). Among non-governmental institutions many similar examples may be cited such as l'Institut universitaire des hautes études internationales at Geneva and the Institute of Oceanography at Woods Hole.

68. A United Nations international institution reflecting the aims, objectives and curricula already indicated would be considerably wider in scope than the average centre or institute. This breadth of outlook and scholarly activity would be underlined by the fact that a number of fields would be subjected to broad interdisciplinary studies. At the same time the scope of the institution would not be universal in regard to subject matter. For example, it would not directly interest itself in ancient Greek linguistics nor would it study trigonometry as such. Another aspect of its scholarly dimensions would be determined by the fact that it would be an institution for advanced scholars who had, generally speaking, already obtained degrees at a national university (see chapter VI). Thus the institution envisaged would not be as far-ranging as some universities and yet it would be so conceived and articulated as to be considerably wider in its potential scope than the institutions normally designated as centres or institutes.

69. It is desirable that the designation of an institution should correspond as closely as possible with the characteristics of its personality. What is now being considered is an institution with certain new characteristics in both scope and the kinds of opportunities for scholarship and research that it would seek to provide. The institution would have many of the characteristics generally associated with universities and yet its special features should also be reflected in the designation.

70. Two considerations have emerged from the discussion of goals and objectives. First, one of the institution's foci will be studies relating to the United Nations Charter and the United Nations system. At the same time it will pursue a number of interdisciplinary studies, each being somewhat analogous to those which might singly constitute the scholarly scope of a centre or institute. This consideration points in the direction of a wider nomenclature than that normally given to sectional institutes of learning. The second consideration is that the institution will be engaged in higher studies and this consideration too should be reflected in the selected designation.

71. Another consideration that should be reflected in the designation is that the institution envisaged would be international in ways and to a degree that have probably never yet been achieved by any other institution of higher learning. It will not only endeavour to attract faculty from all parts of the world and likewise students but must do so in order to provide the appropriate human context for the types of studies envisaged. In this sense the institution would be universal and would thereby satisfy one generic criterion of a university. Furthermore, the governance and administration of the university will also be international.

72. In the previous chapters reference has been made from time to time to the "United Nations university system". This style of words has been used because there would inevitably be a number of close relationships between other United Nations educational, training and research institutes and a United Nations university - which have been examined in chapter IV of this study - so that a network of institutions would be created. The institutions involved in those relationships may be properly seen as forming a system, the more so as they come to be increasingly rationalized. A second reason for the style of language

adopted is that it is no violation of the notion of the university to have its units located in a number of dispersed campuses or centres of learning. There are examples of such dispersed universities in many parts of the world. The dispersed institutions of a university form a system with possibilities of rationalizing and sharing activities, particularly in regard to some of the more specialized fields of study. This concept would be appropriate in regard to the United Nations university system.

73. It would seem that the three clarifications of the word "university" that might well appear in the designation would be first its United Nations focusing, secondly its dedication to advanced studies, thirdly its indisputably international character. Perhaps the designation "United Nations International University for Higher Studies" would in a brief compass of words express the scope and character of an institution reflecting the goals and objectives and curricula as envisaged.

Chapter VI

THE STUDENT BODY AND THE QUESTION OF CAREER OPPORTUNITIES

74. In regard to the student body, in the light of what has been stated in the preceding chapters attention should be focused first on what might be called the general student body, those who will attend the core course leading to their designation as fellows of the United Nations international university.

75. In determining the categories of persons who would qualify for admission to this senior course, our starting point must be the fact that in our world there exist diverse systems of university education. In North America and certain other parts of the world which have adopted broadly the system first developed in England, the primary university degree is a BA, BA (Honours) or equivalent specialized degree, e.g., in engineering or education. Thereafter students may proceed to work for a Master's degree and subsequently for a doctorate. However, even in this broadly homogeneous system there is no uniformity in regard to post-graduate degrees. In the oldest British universities an MA is an honorific title bestowed after the lapse of a certain number of years on payment of a relatively small sum of money, and without any additional academic work. A doctorate may entail only two years of work after a good BA (Honours) or equivalent degree, or it may require as many as four or five years of work.

76. In France, a baccalaureate is generally required for admission to a university. There are other procedures and conditions for entrance to professional and pedagogical institutions of higher learning. In many continental universities the primary degree offered is a doctorate, and scholars may earn this degree at a relatively young age. In other universities, three or four years have to be spent for acquisition of the degree of licence and then a student may read for a doctorate or for a degree known as an agrégé. In some cases the doctorate comes before the agrégé.

77. In the Soviet Union high-school studies are completed between the ages of 17 and 18 years. Thereafter about five years are required for a diploma of higher education, so that a student is between 22 and 23 before he obtains this degree. Thereafter specialized studies may be undertaken.

78. In still other parts of the world a bright young person tends to earn his primary degree, often a BA (Honours) or its equivalent by the age of 18 or so. He may proceed to earn an MA in another two years.

79. If all parts of the world were considered, as they should be, the educational attainments of scholars of 22 to 25 years of age or thereabouts would, in formal terms, be considerably more diverse than has been indicated in these brief illustrative remarks. This prevailing educational diversity complicates the question of establishing minimum standard qualifications for entrance to the general course at an international university. Furthermore, it would be over-restrictive to relate admission invariably to the possession of formal university degrees. It must be taken into account that men and women show their aptitude for higher education in other ways. Admission should also be open to persons coming up through courses of non-formal education. The university's appropriate authority would take a decision on the admission of candidates whether they possessed formal degrees or were otherwise qualified. The question, "Who should be permitted to be a candidate-fellow of the United Nations international university?" must be answered realistically and not with a brevity that would falsely assume the existence of one system of higher education in the various parts of the world.

80. The question may now be approached by identifying some illustrative categories of persons who could be potential candidate-fellows. The following would appear to fall within this description:

81. Persons who had acquired university or equivalent degrees and had shown aptitude for the types of studies to be pursued at the university. In addition, the university could consider admission of persons who had not acquired formal university degrees but had attained sufficient maturity and a marked aptitude for the courses to be offered at the university.

82. However, though the above might be accepted as the agreed prescriptions for the minimum qualifications that candidate-fellows must have before seeking admission to the United Nations international university, persons with higher qualifications should not be ruled out. Governments or other authorities may wish, for special reasons, to send such candidates to the university. They may

be persons who are already launched on their careers. Their additional educational enrichment at the United Nations international university, where they would pursue courses offered by an international faculty and alongside students from many other countries, should prove to be a positive factor in their capacity to contribute to the harmonizing of the actions of nations and to the attainment of the Charter goals of peace and progress.

83. Would students of the requisite calibre be forthcoming to pursue studies at a United Nations international university? Two of the relevant factors have already been elaborated in this study. A primary one relates to the distinctiveness of the courses which would be offered. Prima facie innovative and valuable courses of global significance and of relevance to the United Nations system would be offered by the university. This kind of offering should prove to be widely attractive, particularly as the courses would be conducted by carefully selected competent international faculty. It is relevant that a Head of State, in a recent address, when referring to the current problems of environment, observed that "the solution would benefit from being studied in an international framework and with the co-operation of all nations".1/

84. Another relevant factor in drawing a student body to a United Nations international university as envisaged will be the number of languages of instruction. In general, the larger the number of the languages used as the media of instruction, the wider will be the appeal of the courses to be offered, but on one campus not more than two languages can be effectively used if a full and open dialogue among students and faculty is to be maintained. The question of languages is therefore of crucial importance to the effective reach of the activities of the United Nations university. This question will be dealt with in chapter VIII.

85. One of the cardinal factors that prospective scholars at the United Nations international university, or their sponsors, will take into account will be the cost of study at such a university. No good education can be provided without a considerable degree of expenditure. The education, as envisaged in the United Nations university in the subjects and fields concerned, will have more facets,

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1/ President Georges Pompidou in an address at Chicago on 28 February 1970.

more viewpoints than are provided in other existing systems of higher learning. This is part of the distinctiveness and of the potential excellence of the scheme. This being so, the education in this post-graduate system should be more expensive than in any other system, but this will not be the case. The expenditure will be kept down by innovative suggestions regarding the employment of faculty and by avoiding a top-heavy administration.

86. What part of the expenditure is passed on to the student body is a crucial question which has been answered in many ways in different educational systems. However, it can be stated with assurance that very few graduate students today in any part of the world pay the entire cost of their education. Furthermore, in at least one of the major countries in which facilities for graduate studies are available on a grand scale, it is frequently possible for students to work while they study and thereby to earn perhaps a significant part of their educational costs. In the environment of the United Nations international university it may be assumed that this recourse will not be available to the student body.

87. The question of the fee and other obligatory expenses to be levied therefore becomes an extremely important one in relation to the potential flow of students to the university. This subject will be discussed at length in the appropriate chapter (chap. XIII). However, at this stage it should be recorded that an intake of adequately qualified students from various parts of the world, including the developing countries, will entail the provision of various kinds of scholarships and the remission of fees for a high percentage of scholars. Assuming that such arrangements are made, the financial aspect of the problem of attracting students should become soluble. It could also be assumed that a proportion of the student body would be prepared to pay university dues, at a level not disproportionate to the cost of graduate education in some other leading institutions, from their own funds, or from scholarships or grants made to them by foundations or institutions in their own countries or from bursaries awarded by their Governments.

88. The main remaining consideration that prospective students would take into account would be the career opportunities which would open up for them assuming the kinds of fellowship and other courses that have been envisaged. In this connexion it may be assumed that the university would soon acquire a reputation for high quality and excellence.

89. Fellows of the United Nations international university would have acquired dimensions of knowledge, perspective and outlook which would be of interest to foreign ministries and administrative departments of governments. This would be one opening for fellows of the university. Another would be service with the United Nations and its numerous agencies and organs. A certain number of fellows would regard their work in the university as preparation for entering a political career. Others might find it useful in the world of business and banking. One can also assume that certain foundations and non-governmental international organizations would wish to recruit fellows of a United Nations international university, and there should be prospects in certain branches of communications, such as the Press and other media. These avenues taken together would appear to open to fellows a number of prospects of employment and useful work.

90. Perhaps the most significant avenue open to them as well as to those scholars who would pursue other studies at the United Nations university, would be careers in the teaching profession at other institutions of higher learning in their home countries and regions. Indeed, existing universities should be encouraged to send prospective instructors, or junior instructors, to the United Nations international university both for the fellowship programme and for the more advanced studies. These men and women, as well as other alumni of the university, who would enter the teaching profession, would create an important link between the United Nations international university and universities round the world. This point cannot be too strongly stressed. The United Nations international university must, in order to attain its full significance and utility, feed back into the educational systems of countries in as great a measure as possible.

91. This relationship between the United Nations international university and existing universities should serve to promote among national communities of

scholars a sense of participation in regard to the United Nations international university. Other relationships and interchanges that should increase this sense of participation are referred to in other chapters of this study. Without them - and their constant encouragement and strengthening - the international university would be in jeopardy of becoming an abstraction cut off from the existing educational scene. This danger can and must be avoided.

92. A fair proportion of the fellows of the United Nations international university may not wish immediately to seek employment. They may regard their acquisition of the international diploma of fellow as part of a continuing programme of education in which they could, as the next step, pursue further studies at the United Nations international university itself, a university in their own home country or region or elsewhere. There is thus scope for the main course of the United Nations international university to come to be regarded as part of the spectrum of higher education in the fields discussed in this study.

Chapter VII

THE FACULTY OR ACADEMIC STAFF

93. The faculty or academic staff at the institution envisaged should not be regarded as instructional staff in the conventional meaning of the term. It should present itself as a group of highly competent and generally experienced scholars of proved calibre to advise, encourage and take an integral part in the scholarly activities of the whole academic community. This concept of the faculty would conduce to the intellectual vigour of the university. Moreover, it would give the university's feasibility a new dimension: a faculty so oriented would be a factor in attracting a deeply interested and creative student body.

94. Certain general guidelines regarding the faculty of the United Nations international university should be identified. These would include the following:

(a) On the faculty there must be as many persons as possible of the highest standing in their fields, who would attract promising scholars and help to build an institution of excellence;

(b) With (a) above must be combined the rule that the faculty would not drain from countries all, or even a high proportion, of their leading scholars. To do so would be detrimental to the interests of national universities;

(c) In the selected fields of study at the United Nations university, the faculty must represent scholarly points of view and research conducted in the various parts of the world, so that the offerings at the university would be truly international and, in combination, distinctive;

(d) Since much of the academic work would be conducted through interdisciplinary studies, members of the faculty must be agreeable to forming interdisciplinary teams;

(e) Faculty remuneration and other terms must take into account the need to attract persons of the highest calibre;

(f) In order to keep at least a proportion of the highly qualified and competent faculty at the university for fairly long periods of time, the equipment of the university - or the equipment otherwise available to its faculty - must be fully adequate.

95. In the light of the above guidelines we may now address ourselves to the faculty of the university, focusing in the first instance on the requirements of the core course which would lead to a fellowship.

96. The faculty would have to be of a calibre that would meet the first guidelines stated above. Does this mean that in the field of the objectives, principles and perspectives of the United Nations Charter, which would be part of the obligatory studies for a fellowship, it would be enough simply to bring Professor X, a well-known academic figure, on to the faculty? The answer is that this would not be enough. The objectives, principles and perspectives of the Charter do not look quite the same to Professor X from one part of the world and to Professors Y and Z from two other parts of the world. The international university would have to give its students the benefit of the thinking of scholars from the various regions of the world. Therefore, even on so fundamental and well-defined a subject as the objectives, principles and perspectives of the Charter, it would be necessary to have available a broad faculty which would expose fellowship students to views, interpretations and analyses of scholars from all parts of the world.

97. Coming illustratively to a specialization, for example, developmental planning and evaluation, it is clear that there are a number of approaches and methods in the world today, and persons who have studied and lived within each of the major systems of planning and evaluation will be required in order effectively to teach this specialization and to encourage research in it. Moreover, experts in many disciplines would be required in order to give an over-all view of this area of study. These important considerations will inevitably affect the problem of the supply of faculty as well as of the numbers of faculty members required.

98. It may be assumed that in certain parts of the world the supply of specialists in the illustrative fields we have mentioned in the preceding paragraphs woul be greater than the supply in other parts of the world. However, this factor would not be permitted to operate in such a manner that the faculty would be stocked with persons from those parts of the world where the supply was the most plentiful. To do so would be to distort the international character of the university and deprive it of a valuable unique feature.

99. The imbalance in the existing supply of potential faculty members in the various parts of the world could be counteracted by certain devices.

100. It is not unknown in this era for a distinguished professor to hold two faculty appointments at two widely separated campuses. This practice should be extended to the faculty of the United Nations international university and used as frequently as possible. A professor whose services were required could perhaps so arrange his essential responsibilities at his national university that he could spend an adequate part of the academic year at a United Nations international university campus. In this way leading world figures in their fields could give at least part of their time to the United Nations university and contribute to the achievement of the highest standards of excellence.

101. Another method of dealing with the imbalance in supply in the early years would be to make the bulk of appointments to the faculty or academic staff on a short-term basis, even when the faculty members are not continuing actively to hold their previous appointments.

102. A further innovation in regard to faculty which should find a place in this university would be to broaden the areas of recruitment. For example, in management sciences the instructional staff should not be drawn only from existing schools of business administration and the like. Distinguished managers of important enterprises - whether private or State-owned - should be brought on to the teaching staff. Similarly, other practitioners, be they in diplomacy, the international organizations, city planning, national health or the like, etc. could furnish valuable instructional staff. On the cultural side, practising artists should be brought in to give greater tangibility to the views of theoreticians.

103. It should be noted - and this is of great importance - that the devices suggested in the two foregoing paragraphs would also have the effect of meeting, in significant measure, the requirements of guideline (b) (para. 94). Furthermore, as has been indicated, senior scholars working on special projects at the United Nations university will also, to the extent required and practicable, have pre-arranged access to leading academic figures who will remain at their own universities. In this way, too, the services of reputed experts will become available to the United Nations university without any serious impingement on the work programme of other universities.

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104. The university campuses must also build up a core of long-term members of the academic staff. It should be possible to do so by adopting certain techniques on an international scale. For example, consider the question of appointing a couple of brilliant young economists to the faculty on campus X. The rector of the international university, in consultation with the director of studies for the campus, could seek the advice of three or four economists of repute in various parts of the world so as to obtain from them the names of specially brilliant younger scholars or practitioners. From the names so obtained and after further checking as appropriate, two younger persons could be offered long-term appointment at campus X. This procedure could apply also to other fields of study.

105. At this stage, no firm figures can be given for the numbers of faculty who might be available in the various fields of study suggested for an international university. However, there are indications that fairly large bodies of university professors are interested in an international institution for higher learning. For example, the World Academy of Arts and Sciences is a body with several hundred members who are all sympathetic to the idea of international institutions of learning. Presumably a number of them could be available as visiting professors at an international university. Another group, consisting largely of faculty members from a number of countries, has had a series of meetings, the latest in Vienna in August 1969. At the Vienna meeting and thereafter it drew up a plan for an international university. One of the prominent members of the group has stated in a recent article that "several very distinguished professors, including a Nobel prize-winner and a very well-known philosopher had expressed an interest in teaching at a world university".[1/] A number of educators have written to the United Nations and to UNESCO of their interest in an international university and their willingness to assist in making it a success. Other professors have also expressed their interest in the possibility of joining the faculty of such a university, at least on a short-term basis. These indications add up to enough evidence to warrant the view that if other considerations, which will now be discussed, are taken into account the supply of qualified faculty will not pose an insuperable problem.

1/ Dr. Harold Taylor, article in the Saturday Review (New York), 11 October 1969.

106. Guideline (e) (para. 94) relates to the question of remuneration. While professors generally do not aspire to extravagant payment for their educational efforts, they are no longer equatable with mediaeval monks. Faculty members should not be bothered over-much with personal financial problems, and they should have enough money to travel, buy books, meet and entertain interesting people, educate their own children, and spend their vacations as they please. One cannot expect good education from persons whose lives are cramped. Remuneration must take these factors into account and would clearly not be an insignificant element in the cost of the university. Again, not only would transportation from their homes to the international university (and back) have to be provided but faculty members must be able to travel from time to time to meet their academic peers.

107. Another cardinal factor in some parts of the world which might have a bearing on the cost of faculty would be the degree of encouragement which certain Governments and existing universities would give to professors who might wish to spend some time on the faculty of the international university. Universities or Governments or foundations or other organizations could assist, by bearing part of the costs, to bring about a flow of qualified professors to the United Nations international university. For example, if the universities in the more affluent countries could generally treat a professor whose services were asked for by the United Nations international university as being on a year's sabbatical and continue to pay him at least half his normal emoluments, this would make it possible for him to accept an appointment at the international university on a smaller salary than he would otherwise require. Similarly, foundations, other organizations and even Governments might agree to bear part of the costs of professors from their countries appointed to longer-term faculty positions.

108. More precise figures in regard to academic staff will be projected in a subsequent chapter on the size of the student body, faculty and administrative unit. Assuming, however, a faculty of about seventy-five for one campus, the net effect on the world supply of outstanding scholars would not be great. Furthermore, a few specially distinguished academicians completing their normal academic tenures might wish to make themselves available to the international university for a couple of years. The availability of men and women of this type could occasionally help to fill gaps and would bring to the international university outstanding figures in relevant fields of higher learning. /...

109. Adequate facilities, an atmosphere thoroughly congenial to the exercise of their intellectual capacities, adequate remuneration and contacts with the world of scholarship will together present conditions which will attract faculty of distinction. Soon, men and women of talent and promise in their fields will be disposed to associate themselves with the United Nations international university not just for a short term but for a major part of their working lives.

110. Creative faculty members will also be attracted by the style of work of the university. As has been mentioned, faculty members will be participants rather than conventional instructors. They will seek, with small groups of scholars, to develop dialogues for learning. Through these dialogues, joint papers might evolve, the faculty members seeing to it that all the scholars assigned to them participate actively in the spoken and written dialogues. This would not mean that scholars could not or should not express individual views on topics of study. This too would be encouraged, and individual papers would be prepared, but there would also be the threshing out of problems and issues with a view to distilling common thinking among each group of scholars drawn probably from as many as ten different countries.

Chapter VIII

THE PROBLEM OF LANGUAGES

111. Normally, a university, though it will generally offer certain language studies, runs its courses in one language, the language of the country or region in which it is functioning. A few countries have more than one national language and for this reason some universities offer courses in two languages. Attempts have occasionally been made to run educational institutions in three languages. This has, for example, been tried at the diplomatic academy that has operated for some years at Vienna. On the whole, however, that experience has tended to show that while it is generally feasible for an educational institute to work in two languages, further multiplicity of basic linguistic requirements for course work creates academic backwaters in the student body and is not really a practicable approach to learning. On the other hand, a bilingual approach is not only feasible but also provides an atmosphere of intellectual enrichment. It postulates that all students should have a comprehensive and developed use of one of the two languages and have, or be able to acquire quickly, at least a sound working knowledge of the second language. This means that they could choose to write their papers or dissertations in one of the two languages, but could also attend courses in the second language.

112. The use of this valuable educational arrangement would necessitate the installation at the United Nations international university of modern language laboratories. This would be an essential but not a large item of expenditure, which will be taken into account in the chapter of this study dealing with finance. It might be added that apart from the relevance of such laboratories to the suggested bilingual technique of education, they would be of great value in enabling scholars to keep up or increase language skills relevant to their academic pursuits.

113. If the United Nations international university is to be bilingual in the sense indicated in the preceding paragraph, this must not be taken to imply that individual students will not be encouraged to use the learning resources available in publications, discourses etc. in other languages. On the contrary, the university would strongly encourage students to use such resources.

114. In this chapter we may assume that the languages that will be considered as potential media of instruction will be Chinese, English, French, Russian and Spanish.

115. It is obvious that a basis of five languages would widen the scope of admission to th campuses of the United Nations international university, whereas a basis of merely two languages might in fact exclude a large number of highly talented students. A student in Latin America might not have a complete grasp of English or French and students from eastern Europe or the Soviet Union would probably be similarly placed. The same would be true for a large part of Asia. Without using a considerably wider spread than two languages, the United Nations international university might be regarded as practising a language élitism which would in turn result in some degree in élitism in the selection of scholars and faculty, the net effect being to defeat the basic concept of a world fellowship of scholars.

116. There is thus an important implication that the learning process at one campus would not be feasible in more than two languages. On grounds of language alone it would be necessary for the United Nations university to function through a number of campuses.

Chapter IX

THE SELECTION OF THE SITES FOR THE LOCATION OF THE UNIVERSITY AND THE QUESTION OF THE NUMBER OF CAMPUSES

117. This is a composite question. Consideration should first be directed to the criteria that would be taken into account in the selection of sites.

118. Several factors, both intangible and tangible, would appear to be involved. First, it would be essential that a site should be such that academic freedom for the work of the university would be guaranteed. The general atmosphere should be conducive to full and responsible expression of the spirit of scholarship, study and research and to its development in the various forms that academic activities normally take: lectures, seminars, symposia, colloquia and academic conferences, and publication in articles, monographs and books.

119. Secondly, it is essential that there should be ready facilities for the entry and exit of faculty and students drawn from all countries within the United Nations system.

120. Thirdly, campuses of the university should be spread over the various regions of the world and not concentrated in any one region. Subject to this general rule, it would be a positive factor if a campus location was easily accessible to existing centres of higher learning. This however should not inhibit the selection of sites in regions where there is at present a paucity of institutions of higher learning but which are otherwise suitable.

121. Fourthly, a major practical consideration in regard to any location would be the availability of an adequate site and buildings. It would greatly facilitate the achievements of the goal of setting up the United Nations international university if offers of sites and the basic buildings for modest-sized student bodies and faculty could be made by individual countries, or by groups of countries.

122. The second part of the composite question raised in this chapter is that of the number of campuses for an international university. There are certainly no objections in principle to more campuses than one. Many distinguished national universities have a multiplicity of campuses. Moreover, there are specific practical factors in regard to the United Nations international

university which would point in the direction of an eventual multiplicity of campuses. A prime factor has already been indicated in the discussion on the languages in which the university would conduct its activities.

123. Another consideration which might point in the direction of a multiple campus formation is that it generally would be easier for a host country to absorb and cater to the requirements of a modest-sized campus. A number of campuses would distribute a basic aspect of the responsibilities for the success of the United Nations international university. Moreover, a number of campuses would give all regions of the world a sense of nearness to this important university, and this could assist the university in obtaining support and creating an effective interest in the various regions of the world. Finally, it would be impracticable for a single campus to encompass all, or even almost all of the various specialized institutes which would be required to handle each of the starred areas of study mentioned in paragraph 54.

124. A multiplicity of campuses would not mean that any of the campuses would be regional in regard to the student body, faculty or courses of study. All campuses, wherever situated, would serve students from all over the world and be staffed by fully international faculties. All of them would strive to maintain the same high standard in pursuing the agreed courses of study. Each of them should reflect our global oneness and world-wide common will to survive, live in tolerance and develop mentally and spiritually as well as materially.

125. Apart from the number of campuses to be established, there is a possibility of the utilization of facilities in certain selected national universities, particularly for the research and other academic work of special-project scholars of the United Nations international university. These advanced scholars will wish to establish or renew contacts with the most advanced and up-to-date work in their fields. To some extent this work might be accessible to them through faculty at the international university itself. However, if the university could establish collaborating relationships in specific fields with a wide spread of existing universities, it should be possible to arrange to send a senior scholar to, for example, the universities at Cambridge (Mass.), Mexico City, Moscow and Tokyo, in regard to his or her particular research project, provided that those universities had agreed with the international university to

permit its scholars to visit with specific faculty members in particular fields of study. Another senior scholar could visit another cycle of universities in a number of countries which were collaborating with the international university in his or her scholarly field.

126. This dimension of extra-campus activity would greatly increase the value of the international university to advanced scholars, without detracting from the international character of the offering of the university. Indeed, it would enhance this unique and distinctive characteristic in regard to the work of its own seniormost scholars.

Chapter X

ASSUMPTIONS AS TO THE SIZE OF THE STUDENT BODY, THE FACULTY AND THE ADMINISTRATION FOR A CAMPUS OF THE UNIVERSITY

127. Existing colleges and universities vary in size from student bodies of several hundred, with appropriate faculty and administrative personnel, to student bodies of well over 100,000 with large faculties and administrative complements. However, when figures go into the thousands, the institutions teach a wide spectrum of subjects to student bodies which range from undergraduates to post-doctoral scholars.

128. The objectives of a United Nations international university point to an institution for higher studies and research in a number of specific fields. However, each campus of the university must be large enough to give students from all countries in the United Nations system a chance of being considered for admission. It is also relevant to the question of size that a core course of two-year duration has been envisaged. In addition, there must be available, as soon as possible, facilities to attract advanced scholars. There should also be facilities for scholars who were carrying out doctoral studies at national institutions and who could profit from a semester or two of work at the United Nations international university. Other types of activities which have been mentioned in this study will have to be taken into account.

129. There are over 130 countries within the United Nations system. Assuming an <u>average</u> entrance per campus of about two students from each country per year for the core course, we might provide for an annual intake of 250 for this course. We might further assume that about 200 would continue their studies at the university for a second year, at the beginning of which 250 persons would be admitted for the next core course. Thus, in the second year the university would need to provide for about 450 students for the core course. It would be desirable to provide at least fifty places at any given time for advanced scholars and invited fellows. The demand for various categories of advanced scholars will probably rise but for the present we may provide for the number indicated.

130. Assuming for the present a campus with this size of student body the faculty requirements might be worked out as follows.

131. The aspect of the core course on the United Nations Charter and cognate matters should be obligatory during the first year of the course. Instruction for the 250 student-scholars should be given in learning teams consisting of ten students each and two faculty members (if possible assisted by a senior fellow or other senior scholar on the campus). There would be twenty-five groups of student-scholars. Assuming that each faculty member could serve on two learning teams a week and that each student-scholar would attend one such team each week, the required number of instructors for this aspect of the course would be twenty-five.

132. In addition, each university campus would offer some of the interdisciplinary fields of global or wide concern indicated in chapter III. It is reasonable to assume that a campus would be able to gear itself to offer courses in three of these fields. If the three fields at a particular campus should be developmental policy planning and evaluation, management sciences and world-wide cultural interlinkages, the campus staff would have to include economists, experts in management, industrial engineers, budgetary experts, educationists, sociologists, agriculturalists, experts in communications and health, policy co-ordinators and scholars in a half dozen cultural systems. Experts in some fourteen subjects would be needed to handle instruction in the first two of the three fields. In each of these fourteen fields it will be desirable to have experts from an average of three different parts of the world. Thus there would be a need for about forty instructors. On the cultural side perhaps eight to ten experts would do. Thus, for the core course at the typical campus here envisaged, a faculty of about seventy-five persons would be required. There should be some provision made for faculty leave and non-availability of instructors for other reasons. However, it is to be recollected that student-scholars for the core course will spend about six months of the two years at other United Nations facilities and at the sites of developmental and other projects in various countries. These arrangements will mean that a faculty of seventy-five on the campus will be adequate taking into account all contingencies.

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133. The invited advanced scholars (senior fellows) will not need faculty instruction. Indeed, some of them could be regarded as a reservoir to help out when a regular faculty member was not available. Other senior scholars might need occasional faculty guidance which should be available from the academic staff of seventy-five. Thus we arrive at an initial faculty strength of about seventy-five at a campus for a student-scholar body of 500. The resulting ratio of one faculty adviser for about seven scholars is by no means high for advanced, largely interdisciplinary education of the top quality. It may be mentioned that the arrangements envisaged also provide for a category of advanced scholars visiting with collaborating faculty at universities and institutes in various parts of the world.

134. Some utilization of distinguished visiting faculty on a part-time basis would be appropriate. In many fields senior scholars do not necessarily require full-time faculty guidance, particularly if the number of students involved is relatively small.

135. Certain administrative requirements are inherent in the faculty requirements. For a faculty strength of the dimensions indicated in paragraph 133, it would be necessary to have about thirty-five secretaries who would help with typing, administrative details of faculty work and in getting ready research papers, outlines of syllabi etc.

136. The administrative unit for a campus of the size indicated should be quite small. A director or dean of studies, an assistant dean, a registrar with two assistants, a bursar (or finance officer), an accountant and a cashier, together with six stenographers-typists for this administrative group should suffice. The dean and the registrar, together with appropriately co-opted faculty and some of the advanced scholars, would also serve as an admission committee.

137. Living accommodation on or near a campus should be provided for about 200 scholars. Each of them would of course have a room, and senior scholars would have two rooms each. The remaining scholars (about 300) and the faculty would make their own living arrangements on the assumption that a high proportion of senior scholars and the faculty members would prefer to exercise a freedom of choice in regard to such arrangements. A small staff would be required to run the living arrangements and to maintain them properly.

138. Personnel would also be required for the library, language laboratory and computer.

139. The financial implications of assembling the groups of persons covered in this chapter are to be found in chapter XIII.

Chapter XI

ESTABLISHMENT OF LIBRARY, COMPUTER, LABORATORY AND OTHER ANCILLARY FACILITIES AS NECESSARY AND UTILIZATION OF MODERN EDUCATIONAL TECHNIQUES AT THE UNIVERSITY

140. A modern university campus contains an instructional resources centre which includes a library equipped with books, periodicals, documents, reports, papers and pamphlets, microfiche, microcards, microfilm, film strips, film and audio and visual tapes. In addition, access to computer facilities are a necessity; indeed these would be of special value to the United Nations international university, enabling the faculty and students to expand greatly data availability. The university centres should also have recourse to data banks in various parts of the world.

141. The need for language laboratories has been explained. They should have both library and class-room types of equipment. Forty booths of the library type and one master console would be the essential equipment needed for a language laboratory for a campus of some 500 scholars. As will be seen from the figures in a subsequent chapter the costs involved are modest.

142. The major facility at an instructional resources centre would be the library. Each library of the university would have its hard-cover collections, and would be made comprehensive in its fields through microfiche and other techniques. The library of the university as a whole would be designated a depository library for purposes of United Nations documentation and for the documentation of the agencies in the United Nations family, the distribution of documentation being made as appropriate. Similarly, it may be anticipated that all those countries which in one way or another decided to support the international university would make available to it all their non-classified publications free of cost. The university would of course inform Governments of the types of publications in which it was especially interested. In addition to these sources, it may be possible to arrive at arrangements whereby publishers all over the world would send to the international university review copies of all books in certain fields, free of cost.

143. These flows of material to the libraries would not, of course, meet their full requirements. Therefore, unless easy access to another adequate library could be arranged, a considerable sum would be required for initial stocking and an adequate annual budgetary allotment would have to be made for new acquisitions. However, it is interesting to note that the techniques of microfilming of books have advanced so far that it is now possible to increase the total availability of stored information in a library at relatively low cost. Thus, at a 200-diameter reduction the prints for a library of one million 250-page books would now cost about $20,000. To this would have to be added the original cost of microfilming, which would usually be undertaken on a shared basis by a number of institutions so that the cost to each of them would again not be prohibitive.

144. Microfiche is a more modern technique than microfilm and does not require as much maintenance. Moreover, it is even more inexpensive than microfilm. Printiles of pages are available at 3 to 4 cents a page and approximately 60 pages can be put on one microfiche. A larger number of persons can generally use one microfiche set than can use one microfilm. However, valuable though these new types of storage of information are, they cannot entirely displace books, periodicals etc. in a library.

145. As to computers, a medium-sized machine, e.g., a 36-30 IBM or a 1902-A ICL or other similar machine, would be required. There would also be ancillary equipment such as terminals and key-punch equipment. The costs involved would be considerable and it is to be hoped that Member States within whose jurisdiction such equipment is manufactured might be able to make an adequate computer available to the university. A large computer room properly fitted and maintained at the right temperature would have to be constructed for each machine. Furthermore, a considerable staff consisting of consultants, analysts, programmers, card punchers and machine operators would be necessary. It is understood that annual operating expenses for any one of the varieties of computers mentioned, including the cost of staff, would amount to about $240,000 per year. Alternatively, a campus of the university could install a terminal attached to a good nearby computer This would greatly reduce costs to the campus.

146. The university should also have access to information available in other computers in the United Nations system. The most economical way would be for the other computers to keep the university informed by mail of the information available.

147. At present about seventy universities in the world are equipped with computers. The number will grow rapidly. The United Nations international university should prepare an index of the information available in the computers at ten or fifteen selected universities. By arrangement, its scholars could then call on the selected computers for information. Reciprocally, the United Nations international university computers would make available their information to national universities.

148. The university should also have access to a number of data banks in various parts of the world. It could become a corresponding subscriber to ten or fifteen such banks. As an example of likely availabilities in this regard, mention might be made of a data bank on international affairs which the Nordic countries are planning.

149. It should be feasible for the international university to arrange for access to a satellite channel without payment. This channel would have a two-way utility. On the one hand, it would make it possible for special lectures or even workshops and seminars in various parts of the world to be relayed to the university. On the other hand, activities at the United Nations international university could be relayed to other parts of the world. There are, of course, various installations required in this connexion which might render the use of satellites too costly to include at this juncture.

150. The kinds of subjects and fields of study which have been indicated in chapter III of this study need not immediately involve the use of extensive scientific laboratories. However, laboratory work might have to be undertaken in regard to some of the nuances of ecological studies and to studies relating to resources and in regard to man and the seas, to cite only a few examples. It may be hoped that the university centres would be so located that, when necessary, use could be made of laboratories at nearby institutions, However, some balancing laboratory equipment would almost certainly be required at certain of the campuses of the United Nations international university. Because the locations of the university are not yet known it is not possible to state specifically the nature of the balancing laboratory equipment that would be required. At the present time all that can be done is to make provisions for some equipment in the cost estimates. This will be done in the appropriate chapter (chap. XIII) in the financial section of this study.

151. From the beginning the university should seek to utilize the full range of the most effective educational techniques available. Mention has already been made of computer facilities, microfiche, audio and visual tapes, data banks and satellite facilities. Mention should also be made of the translation facilities of computers which could make available material originally written in other languages than the university's two working languages. Furthermore, though work would be carried on in two languages this should not restrict guest professors from lecturing in other languages. Ad hoc translation facilities should be provided.

152. In brief, the United Nations campuses should have access to first-rate facilities, building or acquiring those which cannot be offered for their use by neighbouring institutions. It should also remain in the forefront of the best methods of learning, as well as in regard to the use of appropriate modern techniques.

Chapter XII

THE NATURE OF THE UNIVERSITY STATUTE AND THE ADMINISTRATION

153. Consistent with generally accepted standards for institutions of higher learning, and taking into account the special objectives and goals of the United Nations international university, its organization and administration would encompass the following broad principles:

(a) Independence of academic discussion and expression at all levels in the university must be ensured;

(b) As far as possible a global approach should be maintained so as to ensure that areas of study and issues are viewed in their widest human context;

(c) The highest standards must be unswervingly maintained in regard to the recruitment of students, faculty and all aspects of the academic and administrative work of the university.

(d) Meaningful relationship between the United Nations university and national universities should be developed along the lines indicated in this study;

(e) Close and co-operative relations, as indicated, should be established and developed with institutes and centres within the United Nations family;

(f) All concerned elements must be equitably represented on the governing body of the university;

(g) The special relationship with the United Nations family, including the agencies, must be provided for;

(h) The United Nations international university should be endowed with such privileges as the attribute of juridical status and immunity from suit;

(i) The university and its administration and faculty should enjoy the status, privileges and immunities provided in Articles 104 and 105 of the United Nations Charter and other international agreements or United Nations resolutions relating to the status and privileges and immunities of the Organization.

154. A statute of the United Nations international university stating its goals and objectives and reflecting the aforementioned principles should be established by the United Nations through a resolution or declaration of the General Assembly. Taking into account the provisions of Article 13.1.b of the Charter of the

United Nations, the university would be a subsidiary organ of the General Assembly under Articles 7.2 and 22. It would be stipulated in the statute that appropriate supplementary rules and regulations would be drawn up by the duly authorized organs of the university. Consequently, its statute would specify the principal organs of the university, their responsibilities and their rule-making powers. It would also set out the broad outlines of relationship agreements between the university and a host country or countries. It would establish a procedure for its own amendment.

155. The major organ of the university would be its governing council. Its composition should reflect the wide international interest - both academic and within the United Nations family - that must be an essential basis for the United Nations university. It might appropriately consist of the following categories of members:

(a) Persons designated by national universities in all countries participating in the United Nations system;

(b) Representatives of the student body of the international university;

(c) Representatives of the faculty of the university;

(d) Ex officio members: the Secretary-General of the United Nations, the Director General of UNESCO, the rector of the United Nations international university, the chairman of its finance committee, and a head of a United Nations agency or institute to be designated each year by the Administrative Committee on Co-ordination;

(e) Persons who would complete global representation on the council.

156. Assuming a governing council of about twenty-five members it might be constituted as follows:

(a) Eight persons designated by regional groups of universities around the world such as those of Africa, Central and South America, the Far East, eastern Europe, the Middle East, North America, south and south-east Asia and western Europe;

(b) Four members of the faculty of the international university;

(c) Five scholars (non-faculty) of the university;

(d) The five ex officio personalities already indicated;

(e) Three persons to be designated by the President of the General Assembly taking into account the need to secure equitable and suitable representation on the council of all regions of the world.

157. A governing board so constituted would be able to give expression to the concern and interest of both the United Nations and the academic communities in their broadest sense.

158. Within the terms of the university's statute, the governing council would lay down the broad lines of the administration, academic development and other affairs of the university. It would require the rector to keep it informed of developments, and it would transmit to the General Assembly of the United Nations and to the General Conference of UNESCO an annual report by the rector on the work of the university. It would empower the rector to run the day-to-day affairs of the university and to recommend to the Council the strength, remuneration and other major terms of service of faculty and administrative staff. It would also determine the kinds of scholarships and other forms of assistance that could be given to scholars enrolling in the university. Likewise, it would determine the general terms on which conferences, short-term workshops and seminars should be conducted for leaders or potential leaders in Member States in various walks of public life.

159. To give the United Nations community a continuing and special relationship with the university, a board of visitors should be established as follows: the President of the General Assembly, in consultation with the President of the General Conference of UNESCO, would designate the representatives of fifteen or eighteen States to be members of the board of visitors for a period of two years. In effect, this board would be a liaison group between the United Nations community and the university. It should be afforded all facilities for keeping itself acquainted with the affairs of the university. The arrangement would ensure the presence in the Assembly and in the General Conference of UNESCO of a number of representatives who could add to the information contained in the annual report on the institution and keep their colleagues in close and living touch with its activities.

160. An organ of importance in the structure of the university would be its finance committee. The functions of this committee should include the suggestion for and preparation of campaigns to raise funds, responsibility for investing the endowment, capital and pension funds of the university, advice to the rector

on the budget of the university and a general overview of the expenditures of the university. The committee might consist of:

The President of the IBRD who should also serve as chairman of the Committee;

The President of the African Development Bank;

The President of the Asian Development Bank;

The President of the Latin American Development Bank;

The Administrator of the United Nations Development Programme;

The rector of the university and

Four members of the governing council to be designated by it from time to time.

161. The rector would be directly responsible to the governing council. He would, moreover, be the representative of the United Nations international university to the world and to the United Nations community. He would be present at the General Assembly of the United Nations to present the annual report of the university and likewise at the General Conference of UNESCO. He would have to be a person who had achieved world stature and had at the same time given evidence of deep concern for global peace and progress and of his interest in education, as well of his cultural understanding and tolerance. He might be appointed by the governing council for a period of five years.

162. For so small a university campus as is initially envisaged, the administrative staff required should also be small. The rector would be assisted for each campus by a dean of studies, an assistant dean for administration, a registrar, two assistant registrars, a financial officer, an accountant, an assistant accountant and a cashier, assisted by the requisite secretarial and clerical staff.

163. Faculty appointments would be made by the rector after consultation with ad hoc groups including, in each case, a dean of studies, two faculty members and one non-faculty scholar at the university.

164. There would of course be caretaking staff for the buildings and staff to run such services as cafeteria and kitchen for resident scholars.

Chapter XIII

ESTIMATED CAPITAL AND RECURRING COSTS

165. The capital costs in connexion with the university would fall under the following major headings:

(a) Site and buildings;

(b) Fixtures and furnishings;

(c) Computer;

(d) Laboratory equipment.

166. It is anticipated that interested countries in various parts of the world would be likely to offer possible sites for campuses, buildings and the physical maintenance of the buildings. Although maintenance is not a capital cost, it is appropriate to mention it at this stage. Assuming that buildings for the university will be made available, their physical maintenance could be most economically and efficiently undertaken by the host country or countries, which would be in a position to use their own public works departments and local facilities, in regard to which their knowledge would be intimate and accurate. For the university administrators, who would probably be strangers to the country, the task of physical maintenance would be much more difficult as well as more expensive.

167. In regard to sites and buildings, it is relevant that the proposed size of the academic body for each campus is modest and therefore the dimensions of the site and the capacity of the buildings for it would also be relatively modest. In general terms it may be stated that the buildings for a campus should include a large hall capable of seating about 600 persons, four medium-sized lecture halls capable of accommodating 150 persons each, 25 seminar rooms capable of accommodating 15 to 20 persons each, 75 small faculty rooms capable of accommodating half a dozen to ten persons each. In addition, rooms will be needed for 35 faculty secretaries.

168. The buildings to be made available should also include rooms for the administrators, adequate and appropriate space for a library equipped with reading booths, a language laboratory, and a room for the computer if one is to be located on the campus site.

169. Some balancing structures might prove to be necessary by way of special laboratory buildings or housing for special equipment not made available by host countries. It would be wise to be prepared for an expenditure of $2 million or so on such buildings unless the host country could be persuaded also to make them available. The intention is to cover any expenditures that might prove to be necessary on special laboratory buildings or on housing for special equipment.

170. It will be necessary to furnish all the buildings mentioned as well as the residential accommodation for 200 scholars. Precise costs cannot be calculated but they would probably run to $450,000 to $500,000, apart from the cost of the language laboratory and furnishings for the library. For the library and the language laboratory an expenditure of $150,000 should be enough, apart of course from the costs of books. Out of this sum the library-type of equipment and the classroom-type of equipment required for the language laboratory would cost only $25,000, leaving $125,000 for the library.

171. The cost of a computer, if required, including a certain amount of equipment and the cost of fitting the premises would amount to about $550,000. However, it may be anticipated that Member States would donate computers and the ancillary equipment or provide access to such facilities. The cost of fitting the computer premises may be taken as $50,000. Again, this is a contingent expenditure.

172. Special laboratory equipment should be provided for, over and above such equipment in nearby institutions which the United Nations university may be able to use by agreement with those institutions. A sum of $300,000 might be included: a notional but not insignificant provision.

173. The provision on account of capital expenditures, excluding the $2 million suggested for balancing structures, amounts to $1 million per campus. To this should be added $1 million for the initial stocking of the library. However, all these per campus figures should be regarded as contingent; the provision by the host country directly, or through neighbouring institutions, of the listed facilities would render them redundant.

174. The remaining recurring costs of the university will consist mainly of those for the following items:

(a) Faculty;

(b) Student assistance;

(c) Administrative staff and other administrative expenses;

(d) Cost of running the library and other equipment of the resource centre of the university.

175. A need has been indicated for a faculty of seventy-five for a campus of the size envisaged. Of these, it may be assumed that fifty would be full-time staff and twenty-five part-time. If half of the fifty full-time faculty were more senior persons and half more junior, and taking the average salary of the senior faculty at $27,500 a year each and that for the more junior at $17,500, a total cost of $1,125,000 a year would result. For the twenty-five part-time faculty, an average allotment of $8,000 each per year should be adequate, giving a total of $200,000. To this might be added $60,000 for honoraria payments to faculty members at other universities for their services to advanced scholars attached to the international university.

176. The second item of recurring cost to be considered is student assistance. A large part, though not all, of this assistance would have to be provided by the university. For the purposes of this study the living costs of a student (excluding the cost of travel between his or her country of origin and the university) are taken at $1,500 a year. However, assuming that 200 students will be accommodated on the campus, free of rent, in their case a cost figure of $1,000 a year might be assumed. These figures would have to be moved up or down depending upon the cost of living in the country in which the campus was located.

177. It is suggested that student assistance by the university might be structured along the following lines:

(a) Seventy-five per cent of the students (375) would be exempt from payment of tuition fees. Fifty per cent (250) should be fully assisted in regard to their living costs, i.e., $1,000 a year for 200 students who would be provided with free accommodation, and $1,500 a year for fifty students. Twenty-five per cent of the student body (the remaining 125 of those who are paying no tuition fees) would be assisted to the extent of half their living costs, i.e., $750 a year. The total cost to the university of these forms of assistance given to 75 per cent of the students would amount to $368,750 per annum;

(b) Fifteen per cent of the students (75) might be required to pay $1,000 a year for tuition. They would also pay their own living expenses. The annual income to the university from the partial assessment of fees would amount to $75,000 per annum;

(c) Ten per cent of the university students (50) might be required to pay $2,000 a year for tuition. They too would meet their own living expenses. The income to the university from fees paid by these students would amount to $100,000 a year.

178. Having regard to the total cost of education at the university, the above scheme provides a graduated scale of assistance for all scholars. Students would of course probably be assisted also by other sources of funds than those available to the university, e.g., their universities in their countries of origin, foundations, Governments and other institutions. The net additional cash cost to the university of the suggested scheme of student assistance, taking into account the receipts from partial tuition fees, would be $193,750 per annum for one campus.

179. The proposed administrative staff is small and its total cost would be of the order of $132,000 a year. However, there would be an additional expenditure for thirty-five secretary-typists for the faculty of $140,000 a year.

180. Other administrative expenditures would include those for heating, lighting, telephone and similar services, for which an allotment of $125,000 a year might be made. For typewriters, stationery supplies and the like, a provision of $50,000 a year could be included, and the cost of personnel for cleaning, handymen, caretakers, chauffeurs etc. might be assessed at $80,000 a year.

181. The next item of cost is that which would be incurred in the running of the library and other equipment. The cost of librarians and ancillary staff ($110,000 a year), laboratory assistance ($25,000 a year), language teachers and technicians ($41,000 a year) would amount to about $200,000 a year. The cost of the staff required to run a computer effectively would also be about $240,000 a year, but this is a contingent item.

182. The library should have at its disposal $150,000 a year for the acquisition of books and for subscriptions to periodicals. In addition, as already stated, it should be possible for the library to receive from all States with the United Nations system, and free of charge, such governmentally published books, reports, periodicals etc. as it might request. Similarly, it might become the established

arrangement for the United Nations university library to be sent, free of charge, a review copy of all books put out by publishing houses all over the world in certain specified fields. For micro-fiche and other equipment, $25,000 should be added to the library's annual budget.

183. Two other important recurring items will be:

(a) The cost of conferences, special workshops etc. for which an ad hoc provision of $150,000 a year might be made. The cost of such conferences could be shared with other universities, institutions and foundations interested in specific conferences or workshops which were being arranged. Thus the over-all cost of conferences to be sponsored by the university could considerably exceed the budget figure of $150,000;

(b) Travel. This would be a big item. Part-time, and to some extent full-time, faculty will travel frequently. A proportion of the costs of part-time faculty travel would be covered by the average provision of $10,000 per person already made. For faculty and administrative staff travel, a provision of $150,000 should be made. For the advanced scholars a travel provision of $60,000 might be made. Finally, since some on-site work should be arranged for all students, another large travel provision would be required; $250,000 is suggested. Thus the travel item totals $460,000 a year.

184. The total cost of staff - faculty, administrative, clerical and manual, would amount to $1,913,000 a year. To this sum a provision should be added for superannuation etc. Instead of the usual 14-1/2 per cent 13 per cent might be added as the part-time faculty and some other personnel would not be covered. Including this addition, the total cost of staff might be taken as $2,161,690 a year. The administrative expenditures d tailed above amourt to $959,000 a year. Assistance to students, less income from fees, amounts to $193,750 a year. These sums total $3,314,440 per annum. Adding approximately 5 per cent of this amount for unforeseen contingencies the annual expenditure on one campus of the size envisaged might be taken as the equivalent of $3.50 million.

185. Considering that this total cost figure is based on an offering of distinctive and special structured courses of study and special activities for all students, it is not high. On a per scholar basis it is considerably less than the cost incurred at certain highly equipped post-graduate universities and centres such as the Rockefeller University in New York.

186. One other item of expenditure remains. This is on the central direction of the university: the rector, his staff and meetings of the governing council. The dean of each campus and his staff will constitute the field staff of the rector who will require only a small staff for his own office consisting of an academic assistant, an administrative assistant, a personal assistant, three secretaries and a chauffeur. It may later be necessary to add to this staff but it should always be kept as small as possible. The cost of this staff - which might to begin with be accommodated at one of the United Nations buildings - and office expenses would be in the neighbourhood of $130,000 a year.

187. The governing council should as far as possible hold its meetings at the various campuses of the university. To begin with, it will probably meet three or four times a year for two-week sessions. Later, its meetings would tend to be less frequent. A provision of $50,000 a year might be made for travel and per diem in connexion with these meetings.

Chapter XIV

MEETING THE COSTS OF THE UNIVERSITY

188. For a campus of the size envisaged, the equivalent of about $3.50 million a year would have to be raised to meet recurring costs, and the equivalent of about $2 million provided for contingent capital expenditure. It is also possible that another $2 million would be required for supplementary capital outlay.

189. It is essential that the United Nations international university be provided with a secure income to cover its costs on a continuing basis and to allow for reasonable expansion of its educational facilities and centres. Only if such security were ensured would the highest possible level of academic work be attracted to the university. It would render the university unfeasible if it were afflicted with uncertainty, from year to year, as to whether its activities could effectively continue. Any uncertainty should apply only to the rate of expansion of facilities and to other future developments. In brief, the university's feasibility is directly related to a secure income, covering all its costs, capital and recurring.

190. The possible sources of a secure income would appear to be the following:

(a) States within the United Nations system or organizations of such States which, it must be assumed, would wish to express tangibly their sense of participation in the venture;

(b) The United Nations family of organizations, all of which will have a direct interest in the university and could also appropriately express in a modest but tangible form their sense of participation in the venture;

(c) Foundations, universities, business and other organizations, particularly those engaged in international activities;

(d) Individuals who will see in this university an opportunity of assisting the processes of ensuring a peaceful world in which the well-being of all men must be the goal;

(e) Other sources of finance.

191. Individual States Members of the United Nations system would of course have a strong interest in the United Nations university. The institution would exist for the benefit of their nationals. Besides, it would be unique among institutions of higher learning as the one which owed its coming into being to their common action under Article 13.1.b. of the Charter, with the purpose of meeting common needs. It would follow that all of them, or at any rate a very large number among them, would wish to support the university. It would therefore be necessary to devise appropriate ways in which such support could be given expression. Various possibilities can be identified.

192. A significant fraction, if not all, of the local currency costs or a campus of the university might not unfairly be borne by the host country or countries, and, in certain circumstances, stated below, some further costs too might be borne by a group of host countries. Of the recurring costs (other than those on maintenance of buildings) of about $3.5 million per campus, local currency expenditure would probably amount to half. A host country (or countries) that undertook to meet the whole or a part of the local currency expenditure (e.g., between $1 million and $1.7 million a year) would not lose financially by so doing. The international community, by meeting the rest of the annual expenditure, would provide a substantial flow of foreign currency. When a number of countries, especially those in the more affluent regions of the world, together act as host to a campus it would not be unreasonable if they were jointly to bear a major fraction of the total cost of $3.5 million a year. In such cases the very small remaining fraction of the total cost could be charged to the internationally collected general funds of the university so as to maintain the principle of each campus being supported by all the countries of the United Nations system acting jointly. It should be stated immediately that these suggestions are not to be construed as in any way implying that campuses should be located solely in the wealthier regions of the world. On the contrary, the campuses of the university must be distributed all over the world, in all its regions. In the developing regions the contribution to the recurring costs would be relatively small. However, even in those areas it would not be unreasonable to hope that a host country or a group of host countries would make contributions equivalent to at least a million dollars a year per campus. Naturally, host countries or groups

of countries making available the magnitudes of resources indicated in this paragraph, provided each country paid the minimum amount in the appropriate category among the six listed in paragraph 193 below, would not need to make an additional contribution in order to qualify for the roll of honour suggested in the next paragraph.

193. Member States might wish to give primary emphasis to the need to create a fund that would yield a sufficient annual income to meet a major part of the recurring expenses of the university's campuses or centres. To begin with, a modest target, e.g., the equivalent of $100 million, might be set. In order to stimulate contributions to the fund, Member States might wish to create an "honour roll" of patrons of the United Nations international university for higher studies. In the case of the smaller and less affluent States, a minimum contribution equivalent to $250,000 would qualify such a State to be included in the honour roll. Perhaps a half dozen categories of contributions could be devised to cover the varying capacities of Member States. These categories might be stated, in ascending order, as the following minimum contributions:

(a) $250,000;
(b) $500,000;
(c) $1,000,000;
(d) $2,000,000;
(e) $4,000,000;
(f) $8,000,000.

In addition to Member States, foundations, international business concerns and other organizations with transnational interests could be encouraged to contribute to this fund. In their case, too, an honour roll could be created.

194. Since some countries may not wish to make lunp-sum contributions, there should also be a scale of assessments as an alternative. This scale should begin with a minimum contribution of $5,000 per annum for countries which are at or near the floor of United Nations or agency budgetary contributions. There could be ten categories of States with a maximum annual contribution of $2 million.

195. In addition to that fund, which will be invested to yield an annual income, it will also be necessary to establish a capital fund. In this case the initial target might be placed at the equivalent of $10 million. The capital fund would be

used to meet capital costs on special laboratory buildings and equipment, initial library costs and other similar items, to the extent that they were not made available by host countries. Both funds would be administered by the finance committee whose composition has been suggested in chapter XII.

196. The United Nations international university will have a most special relationship with the United Nations and UNESCO, and it would therefore be appropriate for the general budgets of those two organizations to make an annual contribution to the university of, say, $175,000 each. UNESCO already supports certain educational ventures, e.g., the Trieste Institute for Physics, which is to receive $175,000 a year. The United Nations university will be a larger and more universal institution - in many ways, the peak effort of the United Nations family in the field of education. In these circumstances, the annual budgetary contribution suggested would presumably be accepted as a modest one. The United Nations budget makes a contribution to the United Nations International School. In the case of the international university, which will directly promote the Charter goals of peace and progress as well as some of the most urgent educational requirements of our era, the annual contribution suggested would clearly be appropriate.

197. There are, moreover, certain agencies and bodies within the United Nations family that are especially interested in developmental activities. The university, as envisaged, would stress studies in development, in the developing countries as well as globally. This being so, the university should qualify for special assistance from certain United Nations agencies. In particular, the International Bank for Reconstruction and Development and the United Nations Development Programme would have a special interest in the adequacy of the financing of the university. It may be hoped that each of these organizations will see its way to make available $500,000 or, jointly, a total of $1 million per annum, to begin with for an initial period of at least five years, towards meeting the recurring costs of the university. Part of this money could be regarded as being available for scholarships and bursaries which would have to be given to a large proportion of the students at the university.

198. The university would also be of great interest to all the agencies in the United Nations family because they, too, in the large sense, would gain from its operations. Apart from the university's activities in fields of interest to them, some of its scholars might become available for appointment on the staff of the agencies. In these circumstances, it would be appropriate if the larger agencies, such as the ILO, FAO, WHO, IDA and IAEA were to contribute $50,000 each per annum to the university, making a total of $250,000 per annum. The remaining United Nations agencies, for similar reasons, could contribute $25,000 a year, and this source would yield another $200,000 per annum. These small annual contributions would symbolize the participation of the agencies in the work of the university. The agencies would be able to make suggestions regarding curricula, and other activities of the university through the four members of the governing council - the Secretary-General, the Director-General of UNESCO, the President of IBRD and the representative of the agencies and institutes of the United Nations - who would always be in touch with them. Undoubtedly it would become the practice of ACC to devote some time to the affairs of the university.

199. In connexion with these relatively small contributions that the United Nations, UNESCO and other agencies might make, a further point should be mentioned. While it is of course true that these bodies are constituted of broadly the same range of Member States, each has its own special sphere or spheres of activity and each will have its own interest in the work of the United Nations university. The suggested contributions would express the specific individual interests of the bodies of the United Nations family in the work of the United Nations university. It is this factor that basically explains and not only justifies but invites a contribution from each of the major United Nations bodies.

200. An opportunity should be given to universities in all the countries within the United Nations family to become associated with the United Nations university. This could take the form of contributions by what might be known as "supporting universities". This annual support should not be so large as to be at all onerous. It would be justified by the fact that the structure proposed for the governing council of the international university would give representation to all the universities in countries within the United Nations system. It is suggested that, in order to qualify as supporting universities, it might be agreed that the

universities of North America might each contribute $250 a year to the United Nations university. European universities might consider subscribing $150 a year each and this modest tariff might apply also to Australia, Japan and New Zealand. The universities in Africa, Asia and Latin America might be asked to contribute $50 each annually to the United Nations university. The total number of universities and other institutes of higher learning in North America is about 3,000; European universities plus those in Australia, Japan and New Zealand number about 4,000; and the universities in the developing world number about 7,000. Though the response might be slow initially it may be hoped that it would, in a few years, become widespread in the university world. Assuming that only about a third of the institutions in each of the three categories respond to a request on the lines set out in this paragraph, about $600,000 a year would be received by the United Nations university.

201. Affluent individuals who are interested in strengthening the capacity of the peoples of the world, especially of the coming generations, to live and work together peacefully and for mutual advantage, may well wish to contribute to the two funds of the university. Some of them may wish to establish chairs at the university. It is impossible to say what income may be expected from this source, but as the university prospers and makes its impact, individual contributions could become a significant source of funds.

202. The above sources should yield the necessary secure funds to enable the United Nations international university to set up a campus in each of the major regions of the world. However, if necessary, consideration could be given to possible new sources of funds which could yield significar revenues without taxing individual payers.

203. For example, IATA and ICAO might consider getting agreement for an addition of $1 to the price of all passenger tickets for transoceanic flights for the international university. In 1969 the North Atlantic operations alone, of scheduled carriers and charter flights transported 6,775,974 passengers. Allowing 20 per cent for collection expenses, the carriers could have remitted to the university in 1969 a sum of $5,420,780. The South Atlantic and the Pacific traffic would yield another few million dollars per annum in revenue. Serious consideration might be given to this source of funds, bearing in mind that its effect per

passenger would be infinitesimal. In equity, a similar surcharge could be levied on trans-Atlantic and trans-Pacific sea passenger tickets. This source would, of course, yield much less than from passengers travelling by air. It should be noted that these sources would not diminish the earning capacity of the carriers.

204. In any event secure and buoyant finances for the United Nations international university are a basic necessity. If the finance committee suggested in chapter XII were to be set up at an early stage, it could, to begin with, explore a number of possible sources of finance.

Chapter XV

ADDITIONAL OBSERVATIONS RELEVANT TO THE QUESTION OF FEASIBILITY

205. This study shows that at the present time there exist special educational tasks which could best be undertaken by an institution constructed on a fully international basis. National universities, of course, have a vital role to play in regard to national communities. It would now be timely to supplement them with international institutions that would reflect the assumptions, obligations and agreed perspectives of the system which is being created by the United Nations Charter, both on the conceptual or philosophical side and in regard to the increasing effort that the community of national States is called upon to make to establish peace and promote progress for the well-being of men and women in all parts of the world.

206. The large number of demands or proposals for such an institution, and the enthusiasm with which the notion of an international university has been received in various parts of the world would indicate that widespread co-operation from States may be anticipated for a venture to create educational institutions that would be responsive to the above-stated requirement of our era.

207. Assuming that States would be willing to give tangible form to their enthusiasm, and there is evidence on many sides that this will be so, the practical problems of locating and financing modest-sized campuses, each truly international in student body and faculty, would not appear to be insoluble. Given local assistance, which would not involve foreign currency, the residual international financial resources required for establishing a few modest-sized centres of an international university in the various regions of the world, though not insignificant, should be well within the range of practicality.

208. An international university is also required as the coping-stone of the as yet not fully structured arrangements for research, training and higher education that are at present being undertaken or promoted within the United Nations family. A United Nations international university could assist in welding together these institutions, in rationalizing their functions and thereby in maximizing their value to the community of States. Its own close relations with those institutions have been briefly described in this study.

209. The relationships of the international university with national university systems will grow both in depth and in mutual advantage. One can envisage in the future a considerable interchange of scholars between the national systems and the relatively modest international university system. The international university could in time offer courses for senior scholars in national systems studying, for example, a pure science such as mathematics or another single discipline such as history, who may wish to acquire, in addition, the kind of education envisaged in the core course at the international university. In other words, the United Nations university should be capable of flexibility so as to achieve a maximum input into the world body of scholars by increasing the avenues by which those scholars can enter the international university system in order to take supplementary courses to widen their own horizons.

210. The presence of centres or campuses of the United Nations university in various parts of the world would disseminate its accents without weakening them. It would enrich the totality of the educational offerings of the university and make them available to a larger spread of scholars than could attend one centre. It would also diminish the chances of too strong an impact on or too close a relationship with the educational system in exclusively one region or country.

211. The courses and arrangements would be so structured as positively to discourage the permanent displacing of scholars from their countries of origin. Indeed, they would positively encourage scholars to return home, and would thus strongly inhibit the "brain drain".

212. The innovations of the United Nations university in using outstanding faculty without necessarily extracting those scholars from their national universities in various parts of the world would enrich rather than impoverish national institutions of learning. The joint learning teams - fully international in composition - would also be an innovation that might usefully feed back into national systems. The widespread use of interdisciplinary methods of learning would be combined with other innovations such as the evolving of systems and cybernetic models. These and other innovations would also be available for adaptation in national institutions of higher education.

213. The fact that there is so much that is new in many areas of world knowledge would give a United Nations university a dimension of true global adventure in the field of learning. As this adventure developed, the whole higher educational process of our era would be quickened and rejuvenated. There should, moreover, result from the work and the effects of the United Nations international university a real lowering and eventual obliteration of barriers in the minds of men. The impact of this process on global peace, progress and international understanding could not but be significant and benign.

XVI. PROCEDURES

214. A study on the feasibility of a new type of institution has to address itself finally to an indication of what would appear to be the appropriate procedures for bringing the institution into being.

215. Since the proposed institution is related to an area of basic, general and world-wide interest, it is necessary that the procedures envisaged should at least in a measure reflect this great breadth of interest. This consideration implies that all the regions of the world should be directly taken into account in the selection of the appropriate procedures. The interest of national systems of education in such a venture must also be reflected in the procedural arrangements. There is, furthermore, the interest of the United Nations family of organizations to be taken into account. Lastly, not to be overlooked is the interest of younger adults, who will form the bulk of the scholars at a United Nations university.

216. Should the General Assembly decide that an institution on the broad lines set out in this study should be given further definition and that a statute should be drafted which would govern the activities of the university, the Assembly may wish to create a working group whose composition would reflect the aforementioned interests. The group might be composed as follows:

(a) Eight distinguished educationalists from the various regions of the world to be designated by the Secretary-General in consultation with the Director-General of the United Nations Educational, Scientific and Cultural Organization;

(b) Six representatives of younger persons, three to be selected from among the office holders of the United Nations Youth Assembly, and three others to be designated by the Secretary-General, taking into account geographical and other considerations;

(c) Three representatives of the agencies and institutes of the United Nations, to be designated by the Administrative Committee for Co-ordination;

(d) Three distinguished scientists and three distinguished men of letters or humanists to be designated by the Secretary-General in consultation with the Director-General of the United Nations Educational, Scientific and Cultural Organization;

(e) Six representatives of States Members of the United Nations designated by the President of the General Assembly, taking into account the designations made as above.

217. If the General Assembly should so wish, the Secretary-General would convene the proposed working group and would himself attend as many meetings as feasible. It will, of course, be necessary for the Secretary-General to attach to this group a competent executive secretary, with a wide experience of the United Nations and of the world of education, who would be present at all meetings and would be in charge of the studies which would have to be prepared as a result of the group's deliberations, or be presented to the group in connexion with the development of the proposed university. He would be assisted by a small and appropriate staff.

218. The functions of the working group might be envisaged as including the following:

(a) Drafting the statute of the university for submission to the General Assembly at its twenty-sixth session;

(b) Adding, as necessary, observations to those contained in this feasibility study on goals and objectives; curricula and courses; faculty and students; campuses, other facilities and relations with national universities and other institutions; administration; and finance;

(c) Recommending to the General Assembly at its twenty-sixth session that it adopt a statute for the university, approve or otherwise dispose of the working group's additional observations and constitute a provisional governing council of the university which might consist of those persons designated in sub-paragraphs (a), (b) and (d) of paragraph 216 and (d) and (e) of paragraph 156 of the present study. The working group would also recommend to the General Assembly that the provisional governing council be directed, in accordance with the statute as adopted, to go ahead with the setting-up of campuses and other facilities taking into account the availability of financial resources.

219. A very important next step would relate to possible sites for campuses of the United Nations international university. It may happen that some Member States will make offers of sites and buildings during the course of this year, particularly at the twenty-fifth session of the General Assembly. Further, the Assembly may wish, on the basis of this feasibility study, to indicate to States the main criteria which they should bear in mind in making their offers and the period during which offers might be made. Such offers should be brought to the attention of the working group.

220. Having regard to the importance of a sound financial basis for the university, the twenty-fifth session of the General Assembly may also wish to request the first five persons mentioned in paragraph 160 of this study to nominate representatives who, together with the executive secretary of the working group and two other persons to be designated by the Secretary-General, would constitute a provisional committee on finance. This committee would have the following functions:

(a) To assess the financial effects and implications of offers by States or groups of States of sites for campuses, buildings and other facilities and to bring these assessments to the notice of the working group;

(b) To recommend to the working group and through the working group, to the Secretary-General, the nature of any appeals for funds which might be launched. The Secretary-General may be authorized by the General Assembly to launch such appeals;

(c) To recommend the bases for financial assessments of States in regard to contributions to the university;

(d) To deal with other financial matters.

The Secretary-General would provide the committee on finance with the necessary technical and secretariat staff from the United Nations Secretariat.

221. The working group should prepare its report, incorporating recommendations of the committee of finance, in good time for consideration by the General Assembly at its twenty-sixth session. The Assembly should at that time be in a position, if it so desired, to adopt a statute for the university, appoint a provisional governing council, make recommendations regarding finances and sites, and other facilities, and direct the governing council to go ahead with establishing the facilities of the university. The Assembly would, of course, also call for annual reports from the rector and the governing council.

SUMMARY

INTRODUCTION

1. The urge to build knowledge on transnational foundations is an old and continuing one dated back over 2,000 years (para. 1). A number of modern universities play various kinds of transnational roles but no significant fully international university has yet been created (para. 2). The League of Nations considered a few proposals but felt that an undergraduate international university was not practicable at that time (para. 3). Since the Second World War, the United Nations and UNESCO have received over 150 communications relating to the creation of an international university (para. 4).

2. There are a few small institutions which are attempting to become world or regional universities (paras. 6-7). In the United Nations family, UNITAR, the International Centre for Theoretical Physics at Trieste and some other institutes have been created (paras. 7-8).

3. In the context of this long-standing and developing demand the Secretary-General brought this matter to the attention of the United Nations (paras. 196 and 197 of A/7601/Add.1) and the General Assembly unanimously adopted resolution 2573 (XXIV) inviting the Secretary-General to prepare this feasibility study (paras. 9-10).

4. It is pertinent that this year, the twenty-fifth anniversary year of the United Nations, is also International Education Year, the eve of the Second United Nations Development Decade and the first year of the implementation of the Declaration on Social Progress and Development (para. 12).

I. THE ISSUES

1. To assess the feasibility or otherwise of an international university it is necessary to consider all issues pertaining to goals and objectives, organization and financing. These issues include the defining of any distinctive educational tasks which such an institution could perform particularly in areas which would project the goals of the United Nations Charter and its norms of conduct for peace and progress; the curricula which would best reflect these tasks; other

United Nations institutes and national universities that could be brought into a scheme to fulfil these tasks; the students, faculty and administration; languages, sites and campuses and the use of the most appropriate educational techniques; the costs and sources of finance to meet costs; and finally the procedures which might be considered by the General Assembly if it should decide to recommend the creation of a United Nations international university (para. 13).

II. THE RATIONALE FOR AN INTERNATIONAL UNIVERSITY AND ITS DISTINCTIVE EDUCATIONAL TASKS

1. An international university would provide:

(a) International-oriented scholarships operating in an international setting;

(b) Continuing international scholarly co-operation for a fuller consideration of global issues;

(c) Greater access by the developing world to science and technology;

(d) Permanent scholarly resources of high quality relevant to the programmes and issues of the United Nations family (para. 14).

2. As regards (a) and (b) above, the success of CERN and the Trieste Centre in their respective disciplines indicates the effectiveness of the technique of international scholarly co-operation. It should therefore be more extensively applied (para. 16). This would be of special benefit to the developing countries (para. 18). A United Nations university would provide a natural base for the development of comparative theory and methodology in many branches of knowledge (para. 17).

3. As regards (c), in addition to its own facilities and programmes to stimulate the transfer of science and technology, the university would encourage existing high-level institutes in science and technology to create international units so as to make their valuable facilities available to scholars from the developing world (para. 19).

4. As regards (d) it can be envisaged that the input of data and analyses of a United Nations university into the multi-faceted work of the Organization would be considerable and valuable (para. 20).

5. The United Nations university would create personnel that had specialized in the interdisciplinary field of "internationals" (paras. 21-22).

6. The conceptual bases of the work of the university would be the enlightened moral imperatives contained in the Charter, which are to be translated into a code of conduct for global peace and progress (para. 23).

7. The proposed United Nations university may be envisaged as making the following distinctive scholarly contributions to the objectives of the United Nations:

(a) Its international communities of scholars would be of unique value in promoting the development of mutual respect and tolerance among nations through a continuing scholarly dialogue (para. 25);

(b) It would deepen understanding of the code of international behaviour conduct contained in the Charter, and broaden its application through interdisciplinary studies in such fields as development planning and evaluation, management sciences, urbanization and industrial development, etc. (para. 26);

(c) It would stimulate a widening of horizons in national systems of education (para. 27);

(d) It would become a central repository and a focus for the exchange of cumulative knowledge in fields of global concern (para. 28);

(e) It would stimulate the creation or earmarking of facilities in advanced scientific and technological institutes so as to expand access to such centres by scholars from the developing world (para. 29);

(f) It would maximize the potential and rationalize the functions of the dozen or so institutes within the United Nations system performing research, training and similar activities (para. 30);

(g) It would produce analyses, insights and information of great value to the United Nations family (para. 31);

(h) It would intensify and create continuing scholarly exchanges relevant to the prevention and peaceful resolution of conflict (para. 32);

(i) It would enhance the participation of the developing world in the scholarly analysis of global affairs (para. 33);

(j) It could devise criteria relating to the internationalization of faculties, students and administration which, wherever achieved, could lead to the affiliation of other institutions with the international university (para. 34).

8. The purpose of national universities is to become centres of excellence. The United Nations university would attempt to radiate its excellence to all countries. Universities serve the community. In the case of the United Nations university the community would be the world's peoples (para. 37).

III. ILLUSTRATIVE SUGGESTIONS FOR CURRICULA REFLECTING THE INDICATED DISTINCTIVE ROLES OF AN INTERNATIONAL UNIVERSITY

1. The courses and programmes of study at a United Nations international university should be devised for persons who have already acquired university degrees or otherwise developed a considerable measure of intellectual maturity (paras. 40-43).

2. The core course, normally requiring two years to complete, would consist of three parts:

(a) An in-depth analysis of the United Nations Charter and the United Nations system and their relevance to man and the world;

(b) Interdisciplinary work in international issue-oriented fields, e.g. communications, pollution, management sciences, development planning and evaluation, disarmament and arms control, etc.;

(c) Work at relevant United Nations agencies or institutes, and at the site or sites of developmental and other projects (paras. 45-50).

3. Successful completion of the core course would entitle a person to the degree of "Fellow of the United Nations International University for Higher Studies" (para. 51).

4. The university would offer facilities for advanced scholars from national universities who could spend a semester or even a year or so at the international university engaged in special studies (para. 52).

5. Other special studies, for a year or so in each case, would be carried out by invited "Senior Fellows". They would write special monographs or engage in other useful research and instruction.

6. Advanced scholars, mainly from the developing countries, would be brought to appropriate campuses of the international university, rotating in a three-year cycle during which they would spend four to five months each year at the United Nations university and at other institutions of high repute. For the rest of each year they would remain at their own national universities (para. 53).

7. An indicative list of possible fields of study at the United Nations university is given (para. 54).

IV. THE UNITED NATIONS INTERNATIONAL UNIVERSITY SYSTEM AND RELATIONSHIPS WITH NATIONAL UNIVERSITIES AND OTHER BODIES OF HIGHER LEARNING

1. A network of institutions and management of the following various types would in effect become a United Nations university system:

(a) Campuses of the United Nations university in various regions of the world;

(b) The United Nations research, training and educational institutes, whose functions would be re-examined and rationalized in the light of the creation of the university;

(c) Internationalized facilities created by national universities and other similar institutions;

(d) Facilities otherwise available to the United Nations university at national institutions of learning;

(e) A consultative body of outstanding world scholars which might eventually be constituted (paras. 58-65).

2. The relationships between (a) and (b) above would necessarily be close and complementary. Wasteful duplication and expenditure would be avoided (para. 61).

3. The United Nations organs and agencies have or might develop capacities and facilities which would enable scholars of the United Nations university to spend part of their time "where the action is" (para. 62).

4. There would also be close and many-sided relationships with national universities (para. 64).

V. THE DESIGNATION OF THE UNIVERSITY

The United Nations university, as envisaged, may appropriately be designated as "The United Nations International University for Higher Studies" (para. 73).

VI. THE STUDENT BODY AND THE QUESTION OF CAREER OPPORTUNITIES

1. Students would be attracted to the United Nations university because its courses would be of global significance, valuable and innovative (para. 83); because at its various campuses taken together it would function in a number of languages - the United Nations official languages (para. 84); and because financial assistance for scholars would be provided on a graduated and realistic scale (paras. 86-87).

2. Furthermore, a variety of career opportunities would be open to Fellows of the university and its other scholars, including diplomacy, international organizations, the communications media, public and elective office, national administration, business, and various levels of the teaching profession (paras. 89-90).

VII. THE FACULTY OR ACADEMIC STAFF

1. The faculty or academic staff would advise and encourage the student body, and take an integral part in the scholarly activities of the university (para. 93).

2. The members of such staff must be of the highest standing, reflecting various scholarly points of view round the world, and geared to working in interdisciplinary teams. The remuneration and other conditions of work must be adequate (para. 94).

3. Some part-time appointments should be made of highly distinguished scholars who would normally be unable to leave their national universities on a full-time basis (para. 100). Some short-term appointments could also be made (para. 101); and the field of recruitment should extend not only to academics but also to distinguished practioners in the relevant fields (para. 102).

4. There are indications that qualified persons would be interested in faculty appointments (para. 105).

VIII. THE PROBLEM OF LANGUAGES

Each campus of the proposed United Nations university would normally be bilingual, using two of the official United Nations languages (para. 111).

IX. THE SELECTION OF SITES FOR THE LOCATION OF THE UNIVERSITY AND THE QUESTION OF THE NUMBER OF CAMPUSES

1. The following criteria would be taken into account in the selection of sites:

(a) Guaranteed academic freedom for the work of the university (para. 118);

(b) The existence of ready facilities for entry and exit of staff and students from all countries within the United Nations system;

(c) The decentralization of campuses which should be spread over the various regions of the world. Subject to this condition, access of a campus to nearby centres of higher learning would be a positive factor (para. 120);

(d) Offers from countries or groups of countries of suitable sites and buildings for the campuses envisaged in this study (para. 121).

2. For several reasons a widespread location of campuses is indicated:

(a) It would permit the use of the official United Nations languages as the media of instruction (para. 122);

(b) It would be easier for a host country or a group of host countries to make available facilities for a modest-sized (500-600 persons) campus than for a very large one. However, one modest-sized campus would not be enough for the university as envisaged (para. 123);

(c) A number of campuses would give all regions of the world a sense of participation in the United Nations university (para. 123);

(d) It would be impracticable for one campus to build up all the interdisciplinary institutes that would be necessary to handle the areas of study of interests to the university (para. 123).

3. All campuses would be equally and fully international, and all would try to maintain the same high academic level (para. 124).

4. In special fields facilities existing in national universities would be brought into the system of the United Nations university so as to meet the requirements of advanced scholars (para. 125).

X. ASSUMPTIONS AS TO THE SIZE OF THE STUDENT BODY, THE FACULTY AND THE ADMINISTRATIVE UNIT FOR A CAMPUS OF THE UNIVERSITY

1. Each campus must be large enough to admit scholars from all countries for the core course. There should also be a place for some advanced scholars. The minimum size of a campus would be 500 students (para. 129).

2. The faculty or academic staff for such a campus, on the assumptions made in the study, could work out to about seventy-five of whom fifty would be full-time and about twenty-five part-time (paras. 131-133).

3. Each campus should offer two or three interdisciplinary fields such as those mentioned in paragraph 54 (para. 132).

4. The administrative unit for a campus could and should be kept small (para. 136).

5. Normally, living accommodations for about 200 scholars would be provided on a campus. Other scholars and faculty would normally make their own living arrangements (para. 137).

XI. ESTABLISHMENT OF LIBRARY, COMPUTER, LABORATORY AND OTHER ANCILLARY FACILITIES AS NECESSARY AND UTILIZATION OF MODERN EDUCATIONAL TECHNIQUES AT THE UNIVERSITY

1. An instructional resources centre containing a library, language laboratory, computer (or access to one), would be necessary for each campus (paras. 140-141).

2. The libraries would be depositories for United Nations documents and would also receive publications of all Governments in the United Nations system (para. 142). In addition, each library would make its own acquisitions (para. 143).

3. Extensive use of micro-fiche would save costs and space (para. 144).

4. Access to information available in other university computers and in data banks should be arranged (paras. 146-148).

5. The utilization of satellite facilities should be considered in due time (para. 149).

6. Laboratory facilities, if required, might be available in the neighbourhood. Some balancing laboratory facilities may be necessary (para. 150).

7. The best techniques and methods of education possible would be used (paras. 151-152).

XII. THE NATURE OF THE UNIVERSITY STATUTE AND THE ADMINISTRATION

1. The university should be administered on the basis of the principles of academic independence of - in so far as possible - a global approach to issues of a consistent maintenance of high academic standards, co-operative relations with

national universities, close working relations with United Nations agencies and institutes, and equitable representation of all concerned on the governing council. The administration and faculty should enjoy the privileges and immunities in Articles 104 and 105 of the United Nations Charter and in other relevant agreements relating to the United Nations (para. 153).

2. The university and its statute would be established by General Assembly resolution or declaration, in accordance with the provisions of Article 13.1.b of the Charter. It would be a subsidiary organ under Articles 7.2 and 22 of the Charter. The statute should reflect the aforementioned principles and it should lay down the powers and functions of the various authorities and organs of the university (para. 154).

3. The governing council would consist of representatives of the universities of the world, of the faculty and students of the international university, the Secretary-General of the United Nations, the Director-General of UNESCO, the rector of the international university, the chairman of the finance committee and representatives of the agencies and institutes of the United Nations and persons designated by the President of the General Assembly, so as to ensure a balanced council (para. 156).

4. There would be a board of visitors consisting of representatives of States in the United Nations system, designated by the President of the General Assembly in consultation with the President of the General Conference of UNESCO (para. 159).

5. The finance committee would be an important organ. Its composition and activities are briefly indicated (para. 160).

6. The rector of the United Nations international university would be responsible to the governing council. He would conduct the day-to-day affairs of the university. He would present the annual report of the governing council to the General Assembly. His qualities should include a deep dedication to global peace, universal tolerance and a deep interest in equitable world development (para. 161).

XIII. ESTIMATED CAPITAL AND RECURRING COSTS [1/]

1. Offers may be anticipated by States in various parts of the world of sites, buildings and the physical maintenance of the buildings (para. 166).

1/ The costs will be less in certain parts of the world. The figures given are designed to cover costs in the more expensive parts of the world.

2. The building requirements at each campus would be modest (paras. 167-168).

3. A sum of $2 million per campus is suggested as a contingent provision for capital expenditure, but host countries could and probably would provide facilities rendering this provision wholly or partly redundant (paras. 169-173).

4. Faculty costs for one campus of the size envisaged would amount to about $1,385,000 a year (para. 175).

5. Student assistance at a campus on the scale proposed, would entail an outlay of $193,750 per year (paras. 176-178).

6. Other salaries - administrative, clerical and manual - would amount to about $528,000 a year per campus (paras. 179-181).

7. Total annual costs, including a 5 per cent provision for contingencies, would amount to about $3.5 million per campus (para. 184).

8. In addition to costs per campus provision should be made for expenses in connexion with the rector of the university and a small central staff. A sum of $130,000 a year is suggested (para. 186). For the expenses of meetings of the governing council a provision of $50,000 a year is suggested.

XIV. MEETING THE COSTS OF THE UNIVERSITY

1. The proposed university must have an adequate degree of financial security if it is to attract and maintain a high level of academic work (para. 189).

2. States within the United Nations family, to serve whose peoples the university would be created, should be able to contribute in several ways:

(a) The offering of sites for each modest-sized campus together with the requisite buildings and their maintenance (para. 192);

(b) The offer to meet the local currency element of recurring costs or a significant part thereof (para. 192);

(c) The meeting of a very considerable proportion of the total recurring costs by a group of countries hosting a campus. Only a few percentiles need be

borne by the university's general funds so as to maintain the principle that each campus be supported by the United Nations family as a whole (para. 192);

(d) The possibility of lump-sum contributions by some States according to an agreed scale. Those making such contributions would qualify for an "honour roll" (para. 193);2/

(e) The possible assessment, a very modest scale, of contributions to the university from States not making a lump-sum contribution (para. 194).2/

3. There could also be an "honour roll" for international business concerns, foundations and other organizations which would make lump-sum contributions (para. 193).2/

4. The above sources of funds relate to recurring costs. In addition a capital fund, with an initial target of the equivalent of $10 million, should be established (para. 195).

5. Because the United Nations and all its agencies would have specific interests in the university, very modest annual contributions from each organization would be appropriate (paras. 196-198).

6. Somewhat larger contributions might be considered by the IBRD and UNDP (para. 197).

7. Universities around the world might wish to be associated with the United Nations university by becoming "supporting universities" on the basis of very small annual contributions (para. 200).

8. Affluent world-minded individuals would be able to make contributions (para. 201).

9. Innovative measures may, if necessary, be considered. One such might be a $1 surcharge on all major trans-oceanic air and sea tickets. Per passenger the amount involved would be negligible. In total, the contribution to the university's finances would be considerable (para. 203).

2/ Lump-sum contributions from States and other organizations would be paid into a fund, the annual income from which would be used to meet recurring costs. The initial target for this fund should be the equivalent of $100 million.

XV. ADDITIONAL OBSERVATIONS RELEVANT TO THE QUESTION OF FEASIBILITY

1. It would now be timely to supplement national universities with an international university reflecting the goals and objectives set forth in this study (para. 205).

2. The financial implications are modest and should not be difficult to deal with successfully (para. 207).

3. The proposed institution would rationalize the functions of United Nations institutes and it would build close relations with national universities. Its interdisciplinary courses relating to international issues could attract specialists in single disciplines at national universities who may wish to broaden their horizons. This suggestion is made in addition to those contained in chapter III (para. 209).

4. A multiplicity of campuses of the university would disseminate its valuable accents all over the world (para. 210).

5. The university would so operate as positively to discourage the "brain drain" (para. 211).

6. The work of highly distinguished faculty would be so arranged as not to impede the functioning of national universities. Moreover, there would be a useful feedback to national universities (para. 212).

7. The impact of this global adventure on world peace, progress and international understanding could be significant and benign (para. 213).

XVI. PROCEDURES

1. The procedures to bring the United Nations university into being should reflect the great breadth of interest which exists in such an institution. Therefore all the regions of the world, national systems of education, interested United Nations agencies and institutes and youth must be taken into account (paras. 214-215).

2. If the General Assembly decides to set up a United Nations university it might first create a working group reflecting the aforementioned interests as follows:

(a) Eight educationists;

(b) Six younger persons;

(c) Three representatives of United Nations institutes and agencies;

(d) Six distinguished scientists and humanists;

(e) Six representatives of Member States (para. 216).

3. If the General Assembly so wishes, the Secretary-General would convene the working group. It must have an executive secretary who would be responsible for preparing the necessary papers, etc. (para. 217).

4. The functions of the working group would include:

(a) Drafting of the university statute for submission to the General Assembly at its twenty-sixth session;

(b) Commenting on and adding to the observations in this feasibility study and recommending to the General Assembly at its twenty-sixth session the adoption of the university statute and the creation of a provisional governing council which would begin to set up campuses and other facilities, taking into account the availability of finances (para. 218).

5. The General Assembly would entertain offers of sites and buildings from Member States and groups of States and may wish to reiterate the criteria which States should bear in mind in making such offers. The offers should be brought to the notice of the working group (para. 219).

6. A provisional committee on finance may also be set up by the General Assembly (para. 220).

7. The working group, incorporating recommendations of the committee on finance, should draft its report in good time for consideration by the General Assembly at its twenty-sixth session, and so that the Assembly could then adopt the statute, appoint a provisional governing council and direct the governing council to go ahead with establishing the full structure and facilities of the university.